(010) Books

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(030) Creative Works

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(021) Collected Works - Proceedings

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26p. L1 ED 452 016

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Readings and Resources on Autism: Update 2001. ERIC Mini-Bib EB13.
4p. L1 ED 451 657

Resources in Education (RIE). Volume 36, Number 9.
p. L2 ED 451 328

(132) Reference Materials - Directories/Catalogs

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Assessment Instruments for the Identification of Children Who Are Gifted, as Approved by the Ohio Department of Education in Accordance with Ohio Revised Code 3324.02.
173p. L1 ED 451 666

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(141) Reports - Descriptive

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73p. L1 ED 451 918

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46p. L1 ED 451 661

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127p. L1 ED 451 808

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CS217504	ED451537
CS217507	ED451538
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CS510473	ED451553//
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CS510540	ED451570
CS510541	ED451571
CS510542	ED451572
CS510545	ED451573
CS510546	ED451574
CS510547	ED451575
CS510552	ED451576
CS510580	ED451577

EA - Educational Management

EA030823	ED451578
EA030883	ED451579
EA030896	ED451580
EA030897	ED451581
EA030898	ED451582

UD034132	ED452310
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UD034148	ED452323//
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UD034159	ED452333
UD034160	ED452334
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UD034163	ED452336
UD034164	ED452337
UD034165	ED452338
UD034166	ED452339

EA030899	ED451583
EA030900	ED451584
EA030902	ED451585
EA030903	ED451586
EA030904	ED451587
EA030905	ED451588
EA030906	ED451589
EA030907	ED451590
EA030908	ED451591
EA030925	ED451592
EA030936	ED451593
EA030937	ED451594
EA030938	ED451595
EA030939	ED451596
EA030940	ED451597
EA030941	ED451598
EA030942	ED451599
EA030943	ED451600
EA030944	ED451601
EA030945	ED451602
EA030946	ED451603
EA030947	ED451604
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EA031004	ED451616//
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EA031008	ED451620//

EC - Disabilities and Gifted Education

EC308255	ED451621
EC308303	ED451622
EC308304	ED451623
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EC308306	ED451625
EC308307	ED451626
EC308309	ED451627
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EC308311	ED451629
EC308312	ED451630
EC308313	ED451631
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EC308438	ED451677
EC308439	ED451678
EC308440	ED451679

EF - Eric Facility

EF005324	ED451680
EF005683	ED451681
EF005881	ED451682
EF005883	ED451683//
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EF005902	ED451692
EF005913	ED451693
EF005929	ED451694
EF005930	ED451695
EF005935	ED451696//
EF005987	ED451697

FL - Language and Linguistics

FL026565	ED451698
FL026570	ED451699
FL026613	ED451700
FL026620	ED451701

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FL026664	ED451725
FL026665	ED451726
FL026668	ED451727
FL026669	ED451728
FL801431	ED451729
FL801432	ED451730
FL801433	ED451731
FL801434	ED451732//
FL801435	ED451733

HE - Higher Education

HE033797	ED451734
HE033857	ED451735//
HE033858	ED451736//
HE033859	ED451737//
HE033860	ED451738//
HE033862	ED451739
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HE033951	ED451821
HE033952	ED451822
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HE033955	ED451825
HE033956	ED451826

IR - Information and Technology

IR058080	ED451827//
IR058082	ED451828//

JC - Community Colleges

JC010256	ED451829
JC010257	ED451830
JC010258	ED451831
JC010261	ED451832
JC010263	ED451833
JC010264	ED451834
JC010265	ED451835
JC010266	ED451836
JC010267	ED451837
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JC010269	ED451839
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JC010272	ED451842
JC010273	ED451843
JC010274	ED451844
JC010276	ED451845
JC010278	ED451846
JC010280	ED451847
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JC010287	ED451853
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JC010298	ED451862
JC010299	ED451863
JC010301	ED451864
JC010302	ED451865
JC010306	ED451866
JC010308	ED451867
JC010309	ED451868
JC010310	ED451869
JC010311	ED451870
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JC010325	ED451878
JC010326	ED451879
JC010327	ED451880
JC010328	ED451881
JC010329	ED451882
JC010330	ED451883
JC010331	ED451884

PS - Elementary and Early Childhood Education

PS027563	ED451885
PS029201	ED451886
PS029330	ED451887
PS029331	ED451888
PS029332	ED451889
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PS029382	ED451922
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PS029425	ED451962
PS029426	ED451963
PS029427	ED451964
PS029428	ED451965
PS029429	ED451966
PS029430	ED451967
PS029431	ED451968
PS029432	ED451969

RC - Rural Education and Small Schools

RC022509	ED451970
RC022632	ED451971
RC022789	ED451972
RC022820	ED451973
RC022882	ED451974
RC022883	ED451975
RC022884	ED451976
RC022885	ED451977
RC022889	ED451978
RC022890	ED451979
RC022892	ED451980
RC022894	ED451981
RC022896	ED451982
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RC022940	ED452003
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RC022943	ED452006

RC022944	ED452007
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RC022947	ED452010
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RC022949	ED452012
RC022950	ED452013
RC022951	ED452014//
RC022952	ED452015
RC022953	ED452016
RC022954	ED452017
RC022957	ED452018

SE - Science, Mathematics, and Environmental Education

SE061907	ED452019//
SE063775	ED452020
SE063835	ED452021//
SE063889	ED452022
SE063890	ED452023
SE064368	ED452024
SE064370	ED452025
SE064377	ED452026//
SE064380	ED452027
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SE064478	ED452029
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SE064717	ED452091
SE064720	ED452092
SE064721	ED452093
SE064722	ED452094
SE064728	ED452095
SE064729	ED452096
SE064747	ED452097
SE064748	ED452098

SO - Social Studies/Social Science Education

SO029465	ED452099//
SO029478	ED452100
SO029805	ED452101
SO030661	ED452102//
SO030918	ED452103//
SO031665	ED452104
SO032030	ED452105
SO032180	ED452106

SO - Social Studies/Social Science Education (continue)

SO032189	ED452107//
SO032234	ED452108
SO032438	ED452109//
SO032489	ED452110
SO032544	ED452111//
SO032548	ED452112
SO032581	ED452113
SO032586	ED452114//
SO032587	ED452115//
SO032625	ED452116
SO032637	ED452117
SO032675	ED452118
SO032676	ED452119
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SO032678	ED452121
SO032679	ED452122
SO032682	ED452123
SO032685	ED452124
SO032686	ED452125
SO032687	ED452126

ED 451 328 AA 001 332

Resources in Education (RIE). Volume 36, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 451 329 CE 081 134

A Workforce in Transition: Changing Demographics, Job Growth and New Skills.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; Demand Occupations; Distance Education; Diversity (Student); *Employment Patterns; *Employment Projections; *Employment Qualifications; *Futures (of Society); *Job Skills; Labor Market; *Labor Needs; Lifelong Learning; Occupational Information; Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education
IDENTIFIERS- *Virtual Universities

Researchers predict the number of people in the United States workforce could exceed 180 million by 2028, but, if employment demands continue to expand at current levels, the number of jobs could approach 200 million. Skills needed to perform those jobs will continue to grow, requiring higher levels of training to perform all jobs, including those viewed as low-skilled or unskilled. An aging population and larger percentage of minorities in the work force add to this already critical situation. Jobs requiring training beyond high school will grow nearly twice as fast as those requiring less training, develop new ways of teaching that promote effective group interactions: be aware of student learning styles; offer assistance, but relinquish control; and model the behaviors expected of students. Eleven references are listed. (YLB)

ED 451 347 CE 081 471

Emerging Trends in Contextual Learning Show Positive Results for Students.
PUB DATE- 01
NOTE- 10p.; Theme issue. Published monthly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Career Academies; Context Effect; *Cooperative Education; Corporate Support; Educational Trends; Experiential Learning; *High Risk Students; High Schools; Internet; Outcomes of Education; *Partnerships in Education; School Business Relationship; *Work Experience Programs
IDENTIFIERS- *Contextual Learning

This issue focuses on contextual learning (CL), in which students master rigorous academic content in real-world or work-based learning experiences. "Emerging Trends in CL Show Positive Results for Students" discusses CL as an important strategy for improving student achievement. It describes: how CL raises the bar for all students, challenging them to deepen academic learning by putting it in meaningful contexts; how companies have created partnerships with local schools and how national industry associations encourage business partnerships and career academies; how leverage organizations play a "scale-up" role; why public-private partnerships are crucial; and how employers support CL. Other content includes a "Viewpoint" by Russell C. Deyo, Vice President, Administration, Johnson & Johnson, on business support of education; "What CL Means to Youth," with students opinions; "CL Produces Higher Achievement, Better Results" with research results that show CL, especially career academies, produces positive results for high risk students; "National Models Show What Works in CL," which describes examples of career academies and of industry associations that reach out to many companies with CL tailored to their industries; and "Internet Helps Teachers Build Stronger Lesson Plans" which focuses on the Internet's Futures Channel. (YLB)

ED 451 348 CE 081 472

Best Practices in School-to-Careers: The Hospitality Industry.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 22p.; For other documents in the "Best Practices in School-to-Careers" series, see CE 081 473-475.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Advisory Committees; Annotated Bibliographies; Career Awareness; Career Exploration; Case Studies; Change Strategies; Demonstration Programs; Dining Facilities; *Education Work Relationship; Educational Change; Educational Cooperation; *Educational Practices; Educational Resources; Employment Qualifications; Entry Workers; Experiential Learning; Glossaries; *Hospitality Occupations;

School Relationship; Incentives; Information Services; Information Technology; Labor Force Development; *Lifelong Learning; Literature Reviews; Motivation Techniques; National Programs; Nonformal Education; Participation; Postsecondary International Adult Literacy Survey;
IDENTIFIERS- International Adult Literacy Survey; Organisation for Economic Cooperation Development; *Sweden

The extent to which vocational education and training (VET) policy is nurturing lifelong learning in Sweden was examined through a review of recent policy documents issued by various Swedish government agencies and data from comparative studies compiled by the Organisation for Economic Cooperation and Development and the International Adult Literacy Survey. The review focused on the following items: (1) VET policy and the structural framework of Sweden's VET system; (2) support measures to promote participation and access, modes of delivery, and actors; and (3) curricular development, learning strategies, and methodology. The study established that Sweden is making a large public investment in VET, with VET and general education functioning as parts of an integrated system that has been highly decentralized since 1991. Extensive examples of lifelong learning policy within Sweden's educational system were identified. Swedish policy was actively supporting a lifelong learning perspective for VET, and Sweden appeared to be moving toward a genuine system for lifelong learning. (Sixteen tables/figures are included. The following items are appended: list of social partners involved in the knowledge week; tables detailing integration of the Adult Education Initiative with upper-secondary education for adults between 1997 and 1999; and list of pertinent legal provisions. The bibliography contains 42 references.) (MN)

ED 451 365 CE 081 511

Foster, Patrick N.
Technological Studies at Thomas Edison Middle School. Grades 6-7-8.
PUB DATE- 01
NOTE- 70p.; Developed for Area Cooperative Educational Services (ACES), Northaven, CT.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communications; Course Content; Course Descriptions; Curriculum Guides; *Design; Economics; Engineering; Grade 6; Grade 7; Grade 8; Internet; Learning Activities; Learning Modules; *Manufacturing; Middle Schools; Problem Solving; *Process Education; Research and Development; Science Education; *Technology Education; *Transportation; Units of Study

This technology studies curriculum for grades 6-8 is a plan for each middle school student to experience technology education for approximately 60 days (1 trimester of a 180-day school year) in each grade. Section A provides definitions; structure or content for grade-level programs with science and technology unifiers (unifying curricular concepts) identified for each grade; a curricular outline with curriculum overview of each year (technology and science unifiers; performance tasks; unit topics; challenge; weekly outline); and schedule and calendar. Section B contains the curriculum for each of the three grades. Introductory materials for each technology studies curriculum are science and technology unifiers; primary theoretical and activity levels; activity types; technology challenge;

*Literacy Education; National Surveys; *Questionnaires; Research Methodology; *Research Utilization; Social Responsibility; Technological Literacy; Use Studies; Voter Registration
IDENTIFIERS- *National Adult Literacy Survey (NCES); Survey Research

A study focused on researchers' use of the English-Language Background Questionnaire (EBQ) portion of the National Adult Literacy Survey (NALS), the results of which were released in 1993. Data were gathered by surveying NALS data users about how they have used the EBQ data, their perspectives on the strengths and weaknesses of the EBQ, and their recommendations for changes to the EBQ. A content analysis was also conducted of published research papers that have involved analyses of the EBQ data to determine how the data were used in these research analyses. The study also drew upon recommendations garnered by a series of focus groups conducted by the American Institutes for Research in 1998. These sources were integrated with the study's own analysis of the NALS data. The following changes to the EBQ for future adult literacy assessments were recommended: expand the questions pertaining to educational experiences; expand the section on social and political participation or move the current items to other areas and delete this section; add an item on voter registration; acquire more detailed information regarding work history, wages, and parents' occupations; expand the section pertaining to literacy practices; and gather information on technological literacy practices. (Appendixes include 34 references; instruments; and studies examined for content review.) (YLB)

ED 451 382 CE 081 530

Kaplan, David
Secondary Statistical Modeling with the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Background; Cohort Analysis; *Data Collection; Measures (Individuals); *National Surveys; *Questionnaires; *Research Methodology; Sampling; *Statistical Analysis; Statistical Bias; Test Construction
IDENTIFIERS- *National Assessment of Adult Literacy; Survey Research

This paper offers recommendations to the National Center for Education Statistics (NCES) on the development of the background questionnaire for the National Assessment of Adult Literacy (NAAL). The recommendations are from the viewpoint of a researcher interested in applying sophisticated statistical models to address important issues in adult literacy. The paper focuses on five issues, each of which is the subject of a section of the paper: sampling; selection bias; measurement; policy modeling; and gauging cohort effects. Each section considers the scope of the issue and then makes recommendations to NCES. These recommendations include providing all appropriate sampling weights in NAAL data; examining contextual effects on the distribution of literacy ability in the population; considering relevant auxiliary variables that would

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adult Learning; College Programs; Curriculum Development; Delivery Systems; Educational Administration; Educational Attitudes; Educational History; Educational Needs; *Educational Policy; Educational Quality; *Educational Trends; Equal Education; Financial Support; Foreign Countries; Futures (of Society); Government School Relationship; *Lifelong Learning; Models; National Curriculum; Needs Assessment; Part Time Students; Participation; Policy Formation; Political Parties; *Politics of Education; Postsecondary Education; Program Development; Regional Planning; Student Recruitment; Systems Approach; Trend Analysis; Universities; Vocational Education

IDENTIFIERS- *Europe; General National Vocational Qualif (England); Learning Society; National Vocational Qualifications (England); *United Kingdom

This document contains 13 papers on the policies, politics, and future of lifelong learning in the United Kingdom (UK) and Europe. The following papers are included: "An International and Historical Context for Recent Policy Approaches to Lifelong Learning in the UK" (Ann Hodgson); "The Vocational Training Policy of the European Commission and Its Discourse on Lifelong Learning" (Marc Ant); "Lifelong Learning and the Learning Society: Different European Models of Organization" (Andy Green); "The Challenge of Widening Participation in Lifelong Learning" (Ann Hodgson); "Paying for Lifelong Learning: Problems and Possibilities" (Gareth Williams); "Quality and Equality in Lifelong Learning: Intersections and Collisions" (Louise Morley); "Bringing Knowledge Back In: Towards a Curriculum for Lifelong Learning" (Michael Young); "Developing a National Qualifications Framework for Lifelong Learning: England's Unfinished Business" (Ken Spours); "The Case for a Regional Dimension to Lifelong Learning in the UK" (Simon James); "Hopes, Contradictions and Challenges: Lifelong Learning and the Further Education Sector" (Norman Lucas); "Developing Capability: Part-time Higher Education and Lifelong Learning" (Allison Fuller); "Lifelong Learning: Challenging Learning and Teaching in Higher Education" (Greg Light); and "Building a Lifelong Learning System for the Future" (Ann Hodgson, Ken Spours). All papers include substantial bibliographies. (MN)

ED 451 399   CE 081 560

Enchautegui, Maria E.

Will Welfare Reform Hurt Low-Skilled Workers? Discussion Papers. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.

PUB DATE- 01

NOTE- 40p.; Also sponsored by the Stuart Foundation.

LANGUAGE- English

financial literacy and marketing and market access skills; self-motivation, and technical skills). Pertinent research findings are presented along with profiles of innovative programs in Alabama, Arkansas, California, Illinois, Maryland, Massachusetts, Nebraska, and New York. Concluding the document are the addresses (including World Wide Web addresses, when available) of 12 resource contacts and sources for 19 pertinent publications. (MN)

ED 451 415 CE 081 595

Kramer, Fredrica D.
Screening and Assessment for Physical and Mental Health Issues That Impact TANF Recipients' Ability To Work.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Agency Role; Case Studies; Civil Rights Legislation; Consultants; Definitions; Disabilities; *Employment Potential; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Utilization; Federal Legislation; Guidelines; Influences; Information Dissemination; Innovation; Job Placement; Literature Reviews; *Mental Health; *Physical Health; *Screening Tests; Social Science Research; Systems Approach; Test Selection; Test Use; *Welfare Recipients
IDENTIFIERS- Americans with Disabilities Act 1990; Florida; Maine; Maryland; Missouri; Oregon; *Temporary Assistance for Needy Families; Tennessee; Vermont

This document examines screening and assessment for physical and mental health conditions that impact Temporary Assistance for Needy Families (TANF) recipients' ability to work. The document begins by defining screening and assessment and discussing their relevance for agencies serving TANF recipients. The next section answers policy questions pertaining to the following assessment-related issues: (1) objectives of screening and assessing for disabilities; (2) the best uses of exemptions or deferments; (3) TANF agencies' responsibilities to screen for disabilities; (4) kinds of disabilities that should be considered in screening and assessment; (5) appropriate times for screening; (6) appropriate screening tools for TANF settings and for use by frontline TANF staff; (7) ways TANF agencies can use outside experts to screen/assess TANF clients; (8) systematic administrative processes that can support individual screening techniques; (9) work assignments and workplace accommodations that can be considered for TANF recipients with physical or mental health issues; and (10) considerations in sharing information with employers. Pertinent research findings are presented along with profiles of innovative programs in Maine, Vermont, Maryland, Florida, Missouri, Oregon, and Tennessee. Concluding the document are the addresses (including World Wide Web sites, when available) of 9 resource contacts and sources for 24 publications. (MN)

ED 451 416 CE 081 597

Brown, Rebecca

may be involved with are significantly related to probabilities of positive outcomes of treatment. Counselors can learn about what interventions work with different clients and will be better able to provide clients with information they need before they decide to enter counseling. (Contains 3 tables and 17 references.) (JDM)

ED 451 435 CG 030 800

Child and Adolescent Violence Research at the National Institute of Mental Health.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Aggression; *Antisocial Behavior; *Behavior Problems; *Depression (Psychology); Emotional Problems; Influences; Intervention; Mental Health; *Peer Influence; Research; Violence
IDENTIFIERS- Nurturance

An assessment was taken by the National Institute of Mental Health (NIMH) on violent behavior among adolescents in the United States to guide research towards areas that require intervention. The NIMH gathered information on the risk factors, experiences, and processes related to the development of aggressive, antisocial, and violent behavior problems in children and adolescents. The development of behavior problems can be explained as a dynamic interaction between children's predisposition and various influences on their lives (family, peer, and school/community). Being at risk does not necessary doom a child to become violent. There is strong evidence for the occurrence of two or more syndromes or disorders among children with behavioral and emotional problems. Promising interventions are discussed that prevent and treat adolescent depression, which often coexists with behavior problems. The research points to the importance of a nurturing social environment, good early education, and success in academic areas. It suggests that the influence of peers, both positive and negative, is of critical importance and that grouping or housing troubled youth together may be the wrong approach. It concludes that there are no quick and inexpensive approaches to solving youth problems. (JDM)

ED 451 436 CG 030 802

Hanoun, Rasmiyah Abd El-Kader
The Implication of the Intifada on the Personality and Behavior of Palestinian Children between 6-16.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Children; Community Support; Comparative Analysis; Depression (Psychology); Emotional Adjustment; Family Relationship; Foreign Countries; *Psychological Needs; Resilience (Personality); Sex Differences; Surveys; Violence; War
IDENTIFIERS- *Intifada; Palestinians; Refugee Camps; Traumas

This paper considers the impact of the Palestinian second uprising on the emotional and psychological aspects of the lives of Palestinian children. It attempts to shed light on changes that occurred in children's behavior during the

Psychotherapy; Theory Practice Relationship; *Therapeutic Environment
IDENTIFIERS- Brief Therapy

This book is designed to help practitioners plan and conduct diverse therapeutic groups. It presents the framework to assist practitioners in understanding and judging how to respond to situations that arise during group sessions. This second edition works towards building stronger connections between theory and practice and considers short-term groups and efficacy in an era of managed care. The chapters in Part 1 deal with the therapeutic purposes in conducting groups; making use of the potential of a group; deciding who may benefit from a group; and presents theories pertinent to psychotherapeutic groups. Part 2 discusses decisions that need to be made in planning a group; provides examples of kinds of groups for different populations of people; and discusses responses to the pressure to be time-efficient. Part 3 is about thinking and taking action during the life of a group. It considers the internal thinking a therapist engages in during practice; the problems and opportunities that arise during sessions; the gains and errors made in groups; and theory's connection to practice. Throughout these chapters, case studies are used to enhance explanations. Part 4 concentrates on how therapists may continue to learn through examination of their own experience from experiences of others, and by conducting research. (Contains 6 figures and over 350 references.) (Author/JDM)

ED 451 457 CG 030 832

Mitrani, Judith L.
Ordinary People and Extra-Ordinary Protections: A Post-Kleinian Approach to the Treatment of Primitive Mental States. The New Library of Psychoanalysis 40.
PUB DATE- 01
NOTE- 186p.; "Published in association with the Institute of Psycho-Analysis, London."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change; Child Development; Counselor Client Relationship; *Defense Mechanisms; *Emotional Response; Identification (Psychology); Infants; Mental Health; Object Permanence; Psychiatry; *Resilience (Personality); Therapy
IDENTIFIERS- Countertransference; Transference; *Traumas

Many people come to analysis appearing quite ordinary on the surface. However, once below that surface, there often appear extraordinary protections created to keep at bay any awareness of deeply traumatic happenings occurring at some point in life. This book investigates the development and function of these protections, allowing the reader to witness the evolution of the process of transformation wherein defensiveness steadily mutates into communication. Clinical observations are detailed with a variety of analytic concepts, and original notions provide valuable tools for understanding the infantile transference/countertransference for the refinement of current techniques with primitive mental states. The following chapters are included: (1) "Transference Interpretation and the Emergence of Infantile Dependency in Ordinary People"; (2) "Extra-Ordinary Protections: The Evolution of the Theory of Adhesive Identification"; (3) "Ordinary People and Extra-Ordinary Protections"; (4) "The 'Flying Dutchman' and the

DESCRIPTORS- Grade 3; *Instructional Effectiveness; Primary Education; *Reading Aloud to Others; Reading Improvement; *Silent Reading; *Vocabulary Development

The purpose of this study was to determine if third-grade students could learn vocabulary incidentally through silent reading and by listening to stories read aloud as well as which method would produce the greater gain. Students listened to and read silently a total of 16 stories over the course of 8 weeks. Pretest and posttest scores on multiple choice vocabulary tests were compared to see if an increase in vocabulary occurred. Results indicated that students learned a significant amount of vocabulary through both methods, although a much greater gain was seen through listening to stories read aloud. (Contains 53 references, 8 tables, and a figure of data. Appendix contains data and sample questions from pretests and posttests.) (Author/RS)

ED 451 478 CS 014 293

Kagan, Susan C.
The Effects of Music on Students Engaged in Reader Response Strategies.
PUB DATE- 01
NOTE- 70p.; Master of Arts Theses, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 6; Intermediate Grades; Journal Writing; *Music; *Music Appreciation; *Reader Response; *Silent Reading; Student Reaction
IDENTIFIERS- *Classical Music

This study examined the effects of background classical music on silent reading in a sixth grade class, in order to determine the amount and type of influence it would have on the reader's written response to what was read. Thirty-four suburban sixth graders from two history classes were selected for this study. The data was obtained over a period of five weeks consisting of 24 journal responses from eight subjects, two males and two females from each class. One history class (the experimental group) was instructed to read a short selection silently with classical music playing. The other history class (the control group) performed the reading and writing tasks in the absence of music. All students received the same prompt at the beginning of class and allowed 15 minutes to accomplish the task. This study revealed that there was no significant difference between the students' aesthetic written responses and efferent written responses in the classical music setting as compared to the non-music setting. Contains 40 references and 4 tables of data. Appendixes contain reader responses from the non-music and the classical music group. (Author/RS)

ED 451 479 CS 014 321

DeLisi, Mary Beth
Comprehending Expository Text.
PUB DATE- 01
NOTE- 32p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Community Colleges; *Expository Writing; *Instructional Effectiveness; *Reading Comprehension; Reading Improvement; Reading Research; *Reading Strategies; Remedial Reading; Two Year College Students; Two Year Colleges

years. The guide contains recommendations agreed to by the members of the Learning First Alliance that incorporate their experience, the research evidence on professional development, and the consensus on instructional practices most likely to improve reading achievement in the earlier school years. Following a Foreword, a Preface, and a Purpose, sections in the guide are: The Context for Professional Development; The Process of Professional Development; The Content of Professional Development: Components of Effective, Research-Supported Reading Instruction for the Primary Grades (with 8 tables); and Conclusion. Also contains a 23-item glossary. Appendixes contain a 9-item list of professional development research [illegible] and a list of specific accomplishments in reading during the early school years (arranged by grade level--K through 3). (NKA)

ED 451 499 CS 014 368

Honeyghan, Glasceta
Authentic Text: Linking Home, School, and Community with Environmental Texts.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Class Activities; *Classroom Environment; *Emergent Literacy; *Instructional Materials; Primary Education; *Reading Instruction; *Reading Materials; Reading Skills
IDENTIFIERS- *Environmental Print

Authentic or popular texts--such as newspapers, grocery lists, magazines, and pamphlets--can be used effectively in reading instruction. This article first discusses the importance and usefulness of environmental print, or authentic texts, in the context of formal schooling. It then presents a list of authentic texts (several kinds of texts for each letter of the alphabet). The article concludes with a 21-item list of ways to use authentic texts to create print rich classrooms that immerse students in meaningful understanding of print. (Contains 11 references.) (RS)

ED 451 500 CS 217 290

Spencer, Gwynne
What's Cooking in Children's Literature. Professional Growth Series.
PUB DATE- 01
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Cooking Instruction; Cooperative Learning; Elementary Education; Group Activities; *Reading Motivation; *Recipes (Food); *Student Participation
IDENTIFIERS- Cook Books

This cookbook is designed to help teachers and librarians engage in beneficial collaborations to bring reading to the lips of students in new and "delicious" ways. The more than 200 recipes offered in the book will tempt even the most reluctant reader

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Learning Processes; Literature Reviews; *Writing (Composition); Writing Research
IDENTIFIERS- Cognitive Research; Empirical Research; *Theoretical Orientation; *Writing to Learn

How learning is understood in everyday schooling and conceptualized in research varies a great deal, as does the way in which writing is used for enhancing learning. This paper reviews recent research conducted mainly in Europe, North America, and Australia to outline what kind of challenges research is facing at the moment. The paper begins with examining how the concept of learning is defined in everyday use and in research. It considers the analysis of learning conceptions important because the way that learning is understood greatly determines how writing is used as a tool for learning. Second, it analyzes the theoretical basis for using writing as a learning tool--theories are divided into three categories: (1) theories from writing research; (2) theories from cognitive research on learning; and (3) theories representing the sociocultural approach to research on learning and language development. Third, the paper reviews recent empirical research based on these theoretical backgrounds. The studies reviewed in the paper illustrate the wide range of the ways writing is used for learning in schools and colleges. The paper's general conclusion is that the conception of learning underlying instruction is a decisive factor defining the nature of writing for learning. (Contains 127 references and a table of examples of how different views of learning lead to different pedagogical aims.) (NKA)

ED 451 522   CS 217 489

Sharpen Your Child's Writing Skills: A Guidebook for Kentucky Parents.
PUB DATE- 00
NOTE- 25p.; For 1997 edition, see ED 414 603.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Grade 12; Grade 4; Grade 7; *Parent Participation; Parent Role; *Portfolio Assessment; Portfolios (Background Materials); Process Approach (Writing); Writing Improvement; Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Kentucky

This booklet answers parents' questions about the following: Kentucky's Writing Portfolio program, the process which leads to effective writing, and the parent's role in the development of children's writing skills. The first section discusses the stages of the writing process (prewriting, drafting, revising, editing, and publishing) and how parents can help their children at each step of the process. The next section lists the required elements and pieces that writing students are to include in the 4th-, 7th-, and 12th-grade writing portfolios. The next section discusses the portfolio scoring guide and how parents can help students improve their writing. The booklet

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 109p.; For the Level 1 Guidebook for Parents and Teachers, see CS 217 625. For Levels 2-5, see CS 217 627-632.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Primary Education; *Spelling; *Spelling Instruction; Workbooks; Writing Improvement

This Student Activity Book is designed to be used with the "Guidebook for Parents and Teachers" of the same series. The Level 1 activity book consists of worksheets intended to help children discover and practice the most important patterns and principles that govern English spelling, including short vowels, various consonants and consonant clusters, memory words, number words, and color words. The activity book is divided into 30 sections, each consisting of a week's worth of activities. (SR)

ED 451 544 CS 217 627

Smith, Carl B.
Spelling for Writing: A Guidebook for Parents and Teachers. Level 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 116p.; For the Level 2 Student Activity Book, see CS 217 628. For Levels 1-5, see CS 217 625-632.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Childrens Writing; English Instruction; *Grade 2; Primary Education; Spelling; *Spelling Instruction; Word Lists; *Word Recognition; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- *Spelling Growth; *Spelling Patterns; Writing Contexts

Intended for parents and teachers, this guide provides all the information needed to lead a second grader through 30 lessons or 30 weeks of learning for a beginning speller. The guide helps the child to learn to identify common, logical spelling patterns; leads the child quickly to more complex words; and aids him or her in becoming a confident, independent speller and writer. The guide encourages children to write real-life messages. By doing this, children learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, and sending messages. The purpose of the guide is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing. The book incorporates high-frequency words and builds on the logic found in English spelling patterns, an approach that gradually teaches students that there are many consistent principles they can use in their writing. The focus for Level 2 is on spelling patterns. (CR)

PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001). For other papers from the Collaborative project, see CS 510 531-33.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Cooperation; *Freshman Composition; Higher Education; *Revision (Written Composition); *Writing Improvement; *Writing Skills; *Writing Teachers

At any level, good writing requires an acknowledgment of writing strengths and weaknesses by both student and instructor. The four project collaborators/writing teachers outlined six specific areas on a teacher feedback sheet to note students' writing strengths and weaknesses; the areas of purpose, audience, thesis, development, organization, and language usage were examined in students' papers. While the teachers specifically looked for these six global issues and lower order grammatical concerns in their students' papers, one of the teachers noticed during the peer group process that her students were beginning to correct these six areas of revision themselves. This paper discusses these six areas of writing strengths and weaknesses as reflected in the papers written by students in this collaborative project. The paper concludes that, overall in this project, perhaps one lesson that all of the students learned was that despite ability or experience, a goal was met and learning did in fact occur. (NKA)

ED 451 567 CS 510 535

Responsible Me! Grades K-2: Student Workshop with CD-ROM .
PUB DATE- 00
NOTE- 52p.; Includes an 18 minute videotape.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Child Behavior; *Child Responsibility; Class Activities; Ethical Instruction; Primary Education; Teaching Guides; *Values Education; Videotape Recordings; Workshops

This workshop kit (an 18-minute videotape, 15 student worksheets, and a teacher's guide) is designed to help children in grades K-2 grasp the meaning of responsibility and to recognize the importance of being a responsible person. The videotape contains a variety of scenarios that show children taking on varying degrees of responsibility. Each of the four program segments provides opportunities for discussion and completion of worksheets. The teacher's guide contains master copies of worksheets, tips for conducting the workshop, suggested activities, bulletin board starters, send-home pages, a 44-item annotated bibliography, and a full transcript of the program. (RS)

ED 451 568 CS 510 536

Island Reading Journey. Teacher's Guide with CD-ROM .
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

dominated public space and thus signifies the political/civic sphere. The hestian/hermean paradigm describes two spatially differentiated and psycho-socially constructed domains that support dual systems of action that serve different purposes. The dual mythogems personify enduring aspects of the human condition and avoid such usages as "women's work" and "men's work," or describing caring tasks as feminine and controlling tactics as masculine. The mythogem also resolves the inherent tension in home economics that is due to it being a male-driven social science that centers on domestic life and the rubric of caring. (Contains 84 references.) (RJM)

ED 451 587 EA 030 904

Erbe, Brigitte Mach; Holloway, Bernice E.
Discourses on Student Learning: Interviews with Outstanding Principals of Chicago Public Schools.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Administration; *Educational Improvement; Elementary Education; *Instructional Leadership; *Minority Group Children; *Principals; Urban Schools
IDENTIFIERS- Chicago Public Schools IL

This paper examines Chicago elementary school principals' views on the obstacles to student learning posed by the socioeconomic and racial/ethnic characteristics of students. The paper includes the principals' policy recommendations for overcoming these obstacles. It focuses on the discrepancies between the ideal and the reality of student failure as experienced in the principals' own schools and discusses the failure of American schools overall to educate disadvantaged students. The report is based on a qualitative study of 13 principals who received an outstanding leadership award in the Chicago public schools. School report-card data from each of the principal's schools were also used to discover the extent of change in student outcomes in each school over the past 3 years. Principals were asked to share their philosophy about educating urban students, particularly minority and low-income students; to discuss why there is an achievement gap between minority students and nonminority students; and to describe programs they have developed to boost the academic achievement of these students. All the principals held that every student can learn, and all were conscious of the many hurdles their students face when trying to learn. However, the principals were willing to search for ways to overcome these hurdles. (Contains 40 references.) (RJM)

ED 451 588 EA 030 905

Baker, Frederick J.
A Blueprint for the Future of Curricular Change in America's Public Schools.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Making Resources Matter: A Systematic Approach to Developing the Local Consolidated Plan. Modules One to Ten.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 249p.; Based on themes of the 1994 Improving America's Schools Act Contributors from the Region IV Comprehensive Center at AEL.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Planning; Efficiency; Elementary Secondary Education; Long Range Planning; Needs Assessment; *Resource Allocation; Strategic Planning

This guide is designed to help school districts develop a consolidated plan for programs and resources. It outlines the importance of generating a consolidated plan to reduce duplication, identify children's needs, and coordinate funds from various programs. Consisting of 10 modules, the guide addresses all components of the planning process and offers suggestions for the wise use of resources, particularly as such use relates to districtwide planning. Each module is contained in an individual booklet and addresses a specific plan component: Module 1: Overview; Module 2: Establishing the Team; Module 3: Creating Vision and Mission Statements; Module 4: Conducting a Comprehensive Needs Assessment; Module 5: Identifying and Selecting Research-Based Programs and Strategies; Module 6: Planning Professional Development; Module 7: Linking the Pieces; Module 8: Budgeting the Plan; Module 9: Implementing the Plan; and Module 10: Charting Progress and Revising the Plan. Each module includes information, examples, worksheets, and checklists to assist teams in a step-by-step approach to planning. Technical-assistance providers, state department of education staff, or district staff may use the modules as the basis for workshops to train planning teams, and planning teams may use the modules to work independently. Each module may be used as a stand-alone guide for the particular topic it addresses. (RJM)

ED 451 609 EA 030 953

Principals in the Public: Engaging Community Support. Practical Resources for Public Engagement, Public Relations, and Marketing.
PUB DATE- 00
NOTE- 284p.; Appended are camera-ready worksheets and handouts. Sponsored by MetLife Resources.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Attitudes; *Community Relations; *Educational Administration; Elementary Secondary Education; *Marketing; Organizational Communication; Principals; *Publicity; *School Community Relationship; *School Support

With the growing recognition that public perception of education is an essential component of soliciting support, this guide is intended to help public-school principals refine their approaches to communication, marketing, public affairs, and

Education; Interpersonal Communication; *Self Advocacy; *Student Financial Aid; Student Rights
IDENTIFIERS- Louisiana

This handbook is designed to provide Louisiana students with deafness or hearing impairments with information and strategies for successfully attending college. It begins by discussing the drop out rates for college students with disabilities and the rights of students with disabilities under federal laws. The following section addresses self-advocacy skills, and tips for communicating with people who are deaf and hard of hearing. Fact sheets are provided for communicating with an individual with deafness in a one-to-one situation, in a group, through an interpreter, employment interview, on the job site, in writing, and on the telephone. Subsequent sections discuss: (1) pre-college and transition, a suggested timeline chart for transition from high school to college, and questions to bring to your college's disability services offices; (2) financial aid, determining financial aid packages, major student financial aid programs, and scholarships; (3) accommodations, disability documentation, and testing accommodations; (4) academic issues, choosing your classes, improving your concentration, and preparing a resume; and (5) campus life, asking for dorm rooms to be made accessible, obtaining medical treatment, and reasons for participating in extracurricular activities. The final section lists resources for students with deafness or hearing impairments. (CR)

ED 451 631 EC 308 313

Rohloff, Jean M.
The Developing English Skills and Knowledge Program Handbook.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 54p.; Co-sponsored by Louisiana State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Preparation; *Deafness; Essays; *Hearing Impairments; Higher Education; Lesson Plans; *Paragraph Composition; Secondary Education; Transitional Programs; *Writing (Composition); Writing Improvement; *Writing Instruction; Writing Workshops

This handbook presents materials for 10 DESK (Developing English Skills and Knowledge) workshops designed to assist students with deafness or hearing impairments make a smooth transition from high school to postsecondary institutions by enhancing their English writing skills. The workshops address: (1) demystifying college by allowing students to ask questions regarding all aspects of the college experience; (2) making a connection between everyday evaluating and written evaluations, introducing the concepts of forming criteria, presenting reasons, collecting evidence in evaluating, and presenting a visually-oriented means of pre-writing for an evaluation essay; (3) illustrating how the criteria, reasons, and evidence can be transformed into prose and establishing the qualities of good body paragraphs; (4) reinforcing the qualities of good body paragraphs and developing revision skills; (5) introducing characteristics of good introductory paragraphs; (6) introducing the two ways of organizing comparison-or-contrast essays: the point-by-point and the block plans; (7) introducing the criteria of the thesis in the comparison-or-contrast essay; (8) drafting the comparison-or-contrast essay; (9) assisting

DC.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Developmental Disabilities; *Disabilities; Elementary Secondary Education; Hearing Impairments; *Learning Disabilities; *Reading Comprehension; *Reading Instruction; Reading Strategies; Remedial Reading; Research and Development; Theory Practice Relationship

This report presents results of a comprehensive review of the research on the improvement of reading comprehension for students with disabilities and is organized into two major sections, the first on learning disabilities and the second on low incidence disabilities. Section 1 is organized into seven chapters which cover: (1) an explanation of the review's methodology; (2) understanding reading comprehension difficulties of students with learning disabilities; (3) interventions focusing on strategy training for improving comprehension of narrative text; (4) improving comprehension of expository text; (5) interventions focused on adapting text; (6) interventions focused on other aspects of reading; and (7) conclusions, an attempt to integrate contemporary research in cognitive psychology and general education. Section 2 examines research on reading comprehension processes and instruction for children with low incidence disabilities. Individual chapters address: correlates of reading comprehension in children with developmental disabilities, reading comprehension instruction for children with developmental disabilities, reading comprehension instruction for children who are deaf or hard of hearing, and conclusions and limitations of reading comprehension for children with low-incidence disabilities. (Contains approximately 260 references.) (DB)

ED 451 651 EC 308 334

Flores, Jeff; Lopez, Eric J.; De Leon, Jozi
Technical Assistance Document for Assessment and Evaluation of Preschool Children Who Are Culturally and Linguistically Diverse.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Differences; Developmental Delays; *Evaluation Methods; Guidelines; *Limited English Speaking; Nondiscriminatory Education; Parent Participation; Preschool Children; Preschool Education; *State Standards; *Student Evaluation; *Technical Assistance
IDENTIFIERS- *New Mexico

This manual presents New Mexico state guidelines for the assessment and evaluation of preschool children who are culturally and linguistically diverse, and focuses on the principles of parent participation and nondiscriminatory evaluation as defined in the Individuals with Disabilities Education Act and the New Mexico Administrative Codes. A discussion of recommended practices reviews the literature on family participation, the assessment of cultural factors, language assessment, evaluation procedures, and report writing.

Iceland, Italy, the United Kingdom, and the United States. The study aimed to describe national, regional, and local policies on inclusion and school-based practices and to identify the key issues involved. The study identified nine major issues in inclusive education: (1) funding models; (2) systems of public accountability; (3) pupil assessment; (4) curriculum development; (5) teacher/student and adult/student ratios; (6) the presence of a classroom assistant; (7) the functioning of support services; (8) the teacher training system; and (9) community and parental involvement. Part 1 of the report presents background information on segregation, integration, and inclusion. Part 2 provides a synthesis of findings from the countries visited. Part 3 presents individual country case studies. Attachments include a special education teacher training survey of 13 countries, information on training professionals to work in inclusive settings, and issues of cost-effectiveness in inclusive and special education. (Contains approximately 150 references.) (DB)

ED 451 670 EC 308 355

Faherty, Catherine
What Does It Mean to Me? A Workbook Explaining Self Awareness and Life Lessons to the Child or Youth with High Functioning Autism or Aspergers: Structured Teaching Ideas for Home and School.
PUB DATE- 00
NOTE- 304p.; Foreword by Dr. Gary Mesibov. Cover page varies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Autism; Child Rearing; Children; Elementary Secondary Education; Interpersonal Communication; *Parent Child Relationship; Peer Relationship; *Self Concept; Self Esteem; Social Development; *Symptoms (Individual Disorders); Talent Development; *Teaching Methods; Workbooks
IDENTIFIERS- *Aspergers Syndrome

This workbook is designed to help children learn about Asperger Syndrome and high functioning autism and to help parents talk with their children about autism's profound effects. Chapter 1 introduces the term autism and explains the techniques used in the workbook. Following chapters each focus on an important aspect of life: ways of thinking, the sensory experience, artistic talent, people, understanding, thoughts, communication, school, friends, and feeling upset. Each chapter is divided into two parts: workbook pages and a section for parents and teachers. The workbook pages are designed for parents and children to read together and fill in, mark, or circle the relevant information. The workbook attempts to describe ordinary circumstances of everyday life, pointing out typical behaviors of children with autism and their neurotypical peers. The second part of each chapter is primarily for parents and teachers. This part supplements the workbook pages with related concepts, ideas, and practical suggestions for home and school. Most of the ideas are examples of widely used Treatment and Education of Austic and related Commmunication handicapped CHildren (TEACCH) Structured Teaching strategies that the TEACCH program has developed and adapted for individual children and adults during the course of the program's existence. The last chapter contains statistics

ED 451 691 EF 005 895

Facility Guidelines for Learning Technologies.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Guidelines; Public Policy
IDENTIFIERS- *Australia (Tasmania); *Technology Implementation

This document provides detailed guidelines for implementing the Tasmanian government's policy on computers in schools and identifies the building planning issues to help schools develop realistic budget estimates when creating their Learning Technologies Plan. The document's scope covers computer placement and building modifications; furniture requirements and dimensional suggestions; lighting and glare control; security; electric power supply including noise, radiation, and interference control; telephone system expansion; and cost estimation. Included are case studies highlighting specific problems encountered by six schools in setting up their model classrooms. (GR)

ED 451 692 EF 005 902

Life Cycle Cost Analysis Handbook. First Edition.
PUB DATE- 99
NOTE- 31p.; With contributions by Tim Mearig, Nathan Coffee, and Michael Morgan.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; *Life Cycle Costing; *School Construction

This handbook presents guidelines on the Life Cycle Cost Analysis (LCCA) of building operations over the life of a building to assist school districts and consultants with evaluating proposed educational facility construction projects. It defines the terminology found in an LCCA, such as initial and future expenses, residual value, real discount rate, constant-dollars, and present value; and lists possible project options that should be considered while selecting the most viable, reasonable, and cost-effective alternatives. Steps in the LCCA methodology are described along with samples of an LCCA process. Appendices list the life cycle cost categories and quantity abbreviations. The guide concludes with a glossary. (GR)

ED 451 693 EF 005 913

Brown, Daniel
The Public-Private Partnership That Built a "Traditional" School: A Case Study from British Columbia. SAEE Research Series #7.
PUB DATE- 01
NOTE- 55p.

IDENTIFIERS- *Cheke Holo; *Shouted Speech
Speech genres in Cheke Holo (CH) have not been studied extensively. Speech genres related to shouted speech in CH deserves more study because it is commonly used. Culturally speaking, shouted speech is a natural expression of the importance and centrality of CH community and surrounding authority structures, and has a very strong hortatory function based on the authority of village chiefs. Shouted speech serves as a vehicle by which the language community is called into action, and thus is a catalyst for organizing and moving ahead as a community-wide unit, both in daily business and in certain special functions. The three genres of CH shouted speech are loku fodu (morning wake-up and muster), tufa gano (distribute the food, usually at a feast), and cheke thagru (show respect and honor for a departing guest). Shouted speech in CH is important because it helps those who investigate to see clearly how this use of language reflects the cultural values of community, sharing, authority, and respect. (KFT)

ED 451 715 FL 026 654

MacGregor, Laura, Ed.
The Language Teacher, 1998.
PUB DATE- 98
NOTE- 910p.; Published monthly. Steve McGuire edited Numbers 1-5.
LANGUAGE- English; Japanese
EDRS Price- MF06/PC37 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Classroom Techniques; Computer Uses in Education; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; *Professional Associations; *Second Language Instruction; *Second Language Learning; Student Evaluation; Teaching Methods; World Wide Web
IDENTIFIERS- Japan
This journal is a monthly publication of the Japan Association for Language Teaching (JALT), a nonprofit professional organization of language teachers dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. Each issue of the journal contains several sections and departments: feature articles; opinions and perspectives; net nuggets; my share (where teachers share some of their most successful and innovative teaching techniques and classroom activities); JALT undercover (a survey of some of the latest developments in the field of language teaching and learning); and JALT departments, which includes news, a bulletin board, events of national significance, JALT chapter reports and meetings, a conference calendar, a job information center with a listing of positions, and an advertiser index. (KFT)

ED 451 716 FL 026 655

Lee, Bill, Ed.
The Language Teacher, 1999.
PUB DATE- 99
NOTE- 794p.; Published monthly. Laura MacGregor edited Numbers 1-5. Malcolm Swanson co-edited Numbers 11-12.
LANGUAGE- English; Japanese
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Classroom Techniques; Computer

and (11) "Discussion and Recommendations." (Contains 26 tables.) (SLD)

ED 451 738 HE 033 860

Rowley, Daniel James; Sherman, Herbert
From Strategy to Change: Implementing the Plan in Higher Education. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Administration; *Educational Change; Higher Education; *Program Implementation; *Strategic Planning

This book offers college and university administrators the information they need to take the next critical step they need after formulating a strategic plan. It includes concrete suggestions on how to implement a plan that will be conducive to both the institution and the community. The chapters are: (1) "Forces of Change and the Importance of Strategic Planning"; (2) "A Basic Choice Model for Traditional Academic Organizations"; (3) "Extending the Model to Nontraditional and Alternative Educational Providers"; (4) "Refining the Model for Enhanced Competitive Positioning"; (5) "Tools and an Instrument for Applying the Model"; (6) "The Hard Facts of Implementing Change"; (7) "Eleven Approaches to Implementing Successful Strategic Change"; (8) "Why Gradual Change Is Most Effective"; (9) "The Human Factor in Strategic Change"; (10) "Navigation and Negotiation Strategies for Change Leaders"; (11) "Preserving and Nurturing Changes That Are Made; and (12) "From Strategy to Change: A Summary Perspective." (Contains 12 figures, 7 tables, 1 exhibit, and 202 references.) (SLD)

ED 451 739 HE 033 862

Wergin, Jon F.; Swingen, Judi N.
Departmental Assessment: How Some Campuses Are Effectively Evaluating the Collective Work of Faculty.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 47p.; Companion volume to "The Collaborative Department: How Five Campuses Are Inching toward Cultures of Collective Responsibility" by Jon F. Wergin.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *College Faculty; *Departments; *Evaluation Methods; Higher Education; Institutional Characteristics; Outcomes of Education; Surveys; *Teacher Evaluation

This study assessed the ways in which academic departments in U.S. colleges and universities are evaluated through a survey of about 130 institutions across the Carnegie university categories. This survey and literature review were supplemented by site visits to eight universities. The authors were surprised to find a great amount of departmental evaluation going on at the universities. The collective work of faculty is evaluated in as many as five different ways and some campuses use all five of these approaches. The problem is that these methods are disconnected from one another. The methods are: (1)

appear to be able to repay their loans with little difficulty, as long as they complete their degree programs. Repayment obligations are much more difficult for professional school students, who often leave school with debts of $100,000 or more and for undergraduate borrowers who do not complete degree programs. (Contains 13 references.) (SLD)

ED 451 760 HE 033 888

Wolverton, Mimi; Gmelch, Walter H.; Montez, Joni; Nies, Charles T.
The Changing Nature of the Academic Deanship. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Deans; *Administrator Role; College Administration; Deans of Students; *Educational Change; Higher Education; *Instructional Leadership
IDENTIFIERS- ERIC Digests

This digest considers four questions about the academic deanship. The first is what are deans and what do they do? The position of dean did not gain universal acceptance in U.S. higher education until 1913. Deans continue to be predominantly white and male, and are generally in their mid-fifties. Strong scholarly credentials distinguish most deans, but the ambiguity of the position they hold, being concerned with students and a wide array of administrative tasks, raises their levels of work-related stress. A second question involves the challenges deans face, with include financial constraints, shifting demographics and increasing diversity of students, demands from the corporate sector, and advances in technology. The third question concerns the strategies deans might use to meet the challenges of higher education today. Deans should use strategies that move them from being managers of day-to-day operations to being leaders in a dynamic environment. Some specific suggestions are offered to enable deans to cope with contemporary challenges, including those of student diversity. A final question asks what universities can do to help deans become more effective. (Contains 15 references.) (SLD)

ED 451 761 HE 033 889

Fields, Hall R.; Barrett, Anita
Improving and Developing the Academic Advising Process at Grambling State University To Enhance Students' Academic Success.
PUB DATE- 96
NOTE- 47p.; Revised Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Advising; *College Students; *Faculty Advisers; Higher Education; *School Holding Power; *Student Needs
IDENTIFIERS- *Grambling State University LA

The purpose of this study was to develop an academic counseling and advising process that would improve the communication between other units of Grambling State University and the College of Basic and Special Studies (CBSS) in ways that would employment or further study within 6 months of graduation, compared with similar graduates across the sector. In 1999-2000, the final number of 168,756 gave a response rate of 81% on which the indicators were based. Three annexes contain discussions of the First Destination Return survey and the benchmarks for the employment indicator and definitions of the terms used in the indicators. (SLD)

ED 451 781 HE 033 909

Creech, Joseph D.
Linking Higher Education Performance Indicators to Goals. Educational Benchmarks 2000 Series.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; College Students; Educational Improvement; *Educational Objectives; Educational Policy; *Higher Education; Policy Formation; *Public Policy
IDENTIFIERS- *Educational Indicators

This report tells what has been learned about reporting on higher education performance in the last 10 years and describes the kinds of information being used to inform policymakers and the public about higher education in the member states of the Southern Regional Education Board. The report provides examples of how the information is linked to states' goals for higher education and is being reported, and it illustrates how the information can help develop state and institutional policies and practices that are likely to achieve goals for higher education. There is more and better information available for making judgments about higher education now than there was 10 years ago. There are several reasons why it is important that the public know more about higher education performance and the return on investment from higher education. For one thing, the public increasingly insists on accountability for all of state government. In addition, competition for funding forces colleges and universities to show their efficiency and effectiveness. Higher education must also demonstrate its value to students, business and industry, and the public to gain the support it needs. Higher education performance indicators and report cards are most valuable when the information results in improvements in campus operations and student learning and the information contributes to public understanding and better policymaking at the state level. (SLD)

ED 451 782 HE 033 910

Marks, Joe
Faculty Salaries in Colleges and Universities: Where Do SREB States Stand? Educational Benchmarks 2000 Series.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Higher Education; Income; *Teacher Salaries
IDENTIFIERS- *Southern Regional Education Board; *United States (South)

This report discusses college faculty salaries in member states elements required for successful school-university partnerships were explored. All participants were involved in partnerships of the Chicago Public Schools with a university partner. This study asked participants, through a series of focus groups, to examine, discuss, and draw their own conclusions about the data collected. By eliciting interpretations from the school administrators, classroom teachers, and university partnership coordinators and directors, this research increased understanding of how school-university partnerships are established and maintained. Four focus groups were established: five principals; three teachers; three university partnership coordinators; and three university directors. In this study, participants were asked to name factors related to partnership success identified in previous research through a Q sort technique and they were asked to interpret three Q-sort items from the previous study. Overall, there was a real consistency in the names developed by the focus groups for the factors. Focus group sessions did reinforce some differences in the perspectives of school-based partners in schools on probation versus those involved in partnerships voluntarily. Their comments on forced partners have implications for the consideration of trust in educational partnerships. Study findings show that using focus groups as a tool for organization development holds promise for asking people to step back from the day-to-day concerns of the partnership to work on maintaining healthy partnerships. (Contains 2 tables and 26 references.) (SLD)

ED 451 802 HE 033 932

Schuster, Tracy J.
Bridging the Gap between Theory and Practice: Integrating Multicultural Theory into an Undergraduate Foundations of Education Class.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childrens Literature; Course Content; *Diversity (Student); *Education Majors; Ethnography; *Foundations of Education; Higher Education; Integrated Activities; *Multicultural Education; *Teacher Education; Theory Practice Relationship; Undergraduate Students

This paper describes an action plan for integrating multicultural theory into a teacher education social foundations course and presents results from an evaluation of this effort. The action plan for the course was to integrate the theory and practice of multicultural education across five master questions posed by T. Berg (1999) and in the context of five dimensions of multicultural education defined by J. Banks (1995). "Schools in Communities" was planned as an undergraduate course to introduce students to the foundations of education by studying social, philosophical, and historical aspects of U.S. culture. Through the use of the five master questions and the five dimensions of multicultural education, students were to focus on the forces and influences that guide the U.S. education system and the individual classroom. Among the features of the course were the use of texts representing the diversity of students, including examples from children's literature, and a outlines. The format is modeled on a competency-based curriculum developed for the Respiratory & Anesthesia Technology Program of Vanier College, Quebec, Canada. The micro learning activities, listed under each performance criterion, of a course double as outcome expectations, so that each learning activity is an objective for student assimilation and for the teacher to use during assessment activities. The integration of learning activities is undertaken in material within a course as the driving force for a successful program. Attachments contain description of the basics of the course (course outline and "Basic Instrumentation" and a memorandum of understanding between the college and the affiliated clinical sites. (SLD)

ED 451 821 HE 033 951

Directory of Higher Education, 2001.
PUB DATE- 01
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Colleges; *Higher Education; *State Boards of Education
IDENTIFIERS- *Illinois

This directory contains addresses or other contact information for members of the Illinois Board of Higher Education and administrators at Illinois public and private colleges and universities. Mailing addresses are given for members of the state Board of Higher Education and members of the boards of the institutions listed. Telephone numbers are provided for higher-level administrators at the public institutions and an institution telephone number and the name of the president or some other official is given for each independent institution, whether for-profit or not-for-profit. Information is given for nine public universities, the Illinois Community College Board, and the state's community colleges. Two maps show the geographic location of the institutions listed. (SLD)

ED 451 822 HE 033 952

Hwang, Young Suk; Echols, Celina; Wood, Ralph; Vronglstinos, Konstantinos
African American College Students' Motivation in Education.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *College Students; Higher Education; Interviews; *Majors (Students); Student Attitudes; *Student Motivation; Values
IDENTIFIERS- African Americans

Possible motivational factors related to the choice of college major and educational values were studied for 60 African American students. An interview guide was developed with open-ended questions designed to generate narrative about students' thoughts and perceptions of education. Students were asked why they chose their majors, what education meant to them, what it meant to be a good student, and why they studied. Findings increasing pressure on postsecondary educational institutions to accommodate demand. Technical and soft skills will continue to replace static skill sets as employers react to changes and innovation in the marketplace. To enable workers to obtain relevant training in as timely and cost-effective a manner as possible, alternative methods of educational delivery have emerged--distance learning and online "e-learning" at existing educational institutions and through new virtual postsecondary institutions and training organizations. Companies partner with community colleges and training organizations to develop programs tailored to company needs. All this education and training will result in a more efficient, flexible, and smarter workforce. However, to avoid severe shortages in adequately trained workers, employers and educators will need to work together more closely to ensure workers receive the training employers need. (YLB)

ED 451 330   CE 081 140

Postsecondary Learning for Everyone. Unconventional Wisdom.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Access to Education; Adult Education; *Distance Education; Educational Needs; Employment Potential; Employment Projections; *Employment Qualifications; *Job Skills; Labor Needs; Lifelong Learning; *Postsecondary Education
IDENTIFIERS- *Virtual Universities

Changing workplace demands have made postsecondary learning essential for almost all workers. The age of universal access to postsecondary training has arrived, and students are taking advantage of the opportunities expanded access has to offer. Anticipated growth in the demand for postsecondary training and the need to acquire certain skills quickly, coupled with the ability to enroll an almost unlimited number of students in virtual classes, will become increasingly important to students seeking rapid matriculation into the workforce and workers seeking skill maintenance or upgrading. While traditional four-year postsecondary institutions will continue to attract and enroll students directly out of high school, the majority of workers will pass through institutions focused less on degrees and more on competencies, skills enhancement, and training conveniently offered, in terms of both time and location. As the nation's population centers move from the industrialized Northeast and upper-Midwest to the South and West, community colleges and private-for-profit institutions have expanded quickly into these areas. State college systems and private postsecondary institutions have opened satellite campuses in these high-growth areas. Distance education is quickly becoming essential to expanding educational access. It has led to the development of the virtual university. Private training companies and major corporations provide online training to individuals, postsecondary institutions, and companies. (YLB)

ED 451 331   CE 081 277

Hollenbeck, Kevin M.
Education and the Economy.
PUB DATE- 01
NOTE- 5p.; Seventh in a series on Research Questions for the New Millennium.
LANGUAGE- English

Hotels; Industry; Information Sources; Innovation; Internet; Job Skills; Job Training; Labor Needs; Linking Agents; Mentors; National Organizations; National Standards; Nonprofit Organizations;
IDENTIFIERS- Colorado (Denver); Georgia (Savannah); *Hospitality Education; Job Shadowing; Maryland (Baltimore); Massachusetts (Somerville); National Employer Leadership Council; New Mexico

This booklet highlights the efforts of four hospitality employers and one "intermediary" organization connecting workplace experiences to classroom learning for secondary school students. The introduction presents a series overview and lists the names, locations, and featured practice of the employers and organizations. The next sections examine the hospitality industry, reasons why school-to-careers is an ideal strategy for addressing hospitality industry skill needs, and how the employer participation model works with students and teachers. These employers and intermediaries and their best practices are profiled: (1) Holiday Inn (Somerville, Massachusetts), which is introducing students to the workplace through hands-on experience; (2) Baltimore Convention Center and 72 local restaurants (Baltimore, Maryland), which give students job shadowing opportunities; (3) The Outback Steakhouse (Denver, Colorado), which is building a strong foundation in skills through mentoring; (4) Hyatt Hotel (Savannah, Georgia), which is demonstrating that teachers can be students too; and (5) The Hospitality Business Alliance and New Mexico, which are bringing educators together to learn about industry needs and trends. The following items are also included: (1) an annotated list of eight organizations and resources; (2) a glossary; and (3) a discussion of steps to build on the National Employer Leadership Council's agenda. (MN)

ED 451 349 CE 081 473

Best Practices in School-to-Careers: The Information Technology Industry.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 28p.; For other documents in the "Best Practices in School-to-Careers" series, see CE 081 472-475.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Adjustment (to Environment); Advisory Committees; Annotated Bibliographies; Career Awareness; Career Ladders; Case Studies; Change Strategies; Communications; Computer Oriented Programs; Computer Software Development; Computers; Cooperative Planning; Demonstration Programs; *Education Work Relationship; Educational Change; Educational Cooperation; Educational Practices; Educational Resources; Employment Qualifications; Entry Workers; Equal Education; Experiential Learning; Glossaries; Information Processing; Information Sources; Information Systems; *Information Technology; Internet; Job Skills; Job Training;
IDENTIFIERS- California (Santa Clara); Kentucky (Louisville); National Employer Leadership Council; Nebraska (Omaha); New Mexico (Albuquerque); Texas (Dallas); Wisconsin (Milwaukee)

This booklet highlights the efforts of five employers that rely on information technology (IT) workers and one "intermediary" organization connecting workplace experiences to classroom learning for secondary education students. The introduction lists the employers' and organizations' names, locations, and vocabulary; schedule; Internet resources; and materials (consumables, reusable supplies, tools and equipment, research resources). Each unit has the following components: technology performance tasks; tech lab basics; schedule; activity (context, chronology, continuation); and extension ideas. Grade 6 units are Problem Solving/Research and Development; Materials and Processes; and Engineering Design. Grade 7 units are Transportation Systems; Communications Systems; and Production Systems. Grade 8 units are Enterprises and Agencies; Technology and Economics; and Technological Impacts. Appendixes include a glossary; curriculum crosswalks; general safety guidelines; and reference texts. (YLB)

ED 451 366   CE 081 512

Bottoms, Gene; Presson, Alice
Using Lessons Learned: Improving the Academic Achievement of Vocational Students. Educational Benchmarks 2000 Series.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Career Guidance; *Curriculum; Curriculum Development; Education Work Relationship; Educational Finance; *Educational Improvement; High Schools; Integrated Curriculum; Models; *Outcomes of Education; Program Effectiveness; *State Standards; Student Evaluation; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *High Schools That Work

A study examined the following questions to ascertain what progress has been made in improving the educational achievement of vocational students through the "High Schools That Work" initiative: (1) What progress has been made in raising the achievement of vocational students to national averages or higher? (2) What things matter in raising student achievement? and (3) What actions can states take to improve high schools for students in vocational programs? The study found that vocational students in "High Schools That Work" exceeded the national averages of vocational students in reading, mathematics, and science achievement. The study also found that these things (among others) mattered in raising student achievement: a challenging curriculum, increased graduation requirements, mathematics and science course requirements for senior year, vocational teachers stressing academic knowledge and skills, high teacher expectations of students, student guidance, students meeting curriculum and achievement goals, and demanding standards for technical achievement. Finally, to improve high schools for vocational students, the study found that states can require all students to complete at least the "High Schools That Work"-recommended curriculum to graduate; create accountability standards for schools to increase the number of students reaching curriculum and achievement goals; improve vocational student evaluation methods; improve vocational teacher preparation; require schools to provide students early and ongoing advice about postsecondary career and educational options; provide funding for schools to offer summer programs and before/after school programs to help students reach high standards; and establish teams of experts to assist low-performing schools. (KC)

ED 451 367   CE 081 513

Kamimura, Gary

constitute the selection equation; considering the hypothesized number of factors and including at least four variables measuring each factor in the questionnaire; obtaining retrospective data on general and job-specific literacy-related activities; and exploring the possibility of linking NAAL with existing longitudinal surveys. (Contains 21 references.) (YLB)

ED 451 383   CE 081 531

Sticht, Thomas G.
Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Literacy; Cognitive Ability; Comparative Analysis; *Educational Assessment; Educational Theories; Literature Reviews; *Mail Surveys; Models; National Surveys; Oral Language; Research Methodology; *Telephone Surveys; *Test Validity; Trend Analysis
IDENTIFIERS- International Adult Literacy Survey; National Adult Literacy Survey (NCES); Survey Research; Workforce Investment Act 1998 Title II

This paper discusses the use of telephone surveys as a substitute for, or addition to, the use of door-to-door surveys in assessing adult literacy ability. Part 1 addresses issues of validity in adult literacy assessment, including the concepts of construct or inferential validity and action or use validity. Part 2 is a review of related research that has used telephone and mail surveys to assess the cognitive abilities of adults. Part 3 discusses the theoretical model of literacy that the National Adult Literacy Survey (NALS) and International Adult Literacy Survey (IALS) have used and how that model can be modified to incorporate a developmental and componential model of literacy that also includes the oral language aspects of literacy given in the Adult Education and Family Literacy Act of 1998. Part 4 addresses several issues about the use of telephone and mail surveys, including concerns about using these survey methods in such a way as to make continuity in trend data from previous surveys of adult literacy possible. Appendixes include 69 references and a summary of an empirical study of the proposition that at a certain stage adults' comprehension of language can be assessed as well by listening as by reading. (Author/YLB)

ED 451 384   CE 081 532

Fagnoni, Cynthia M.
Welfare Reform: Moving the Hard-to-Employ Recipients into the Workforce. Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
PUB DATE- 01
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; At Risk Persons; *Client

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; Economic Factors; *Economic Impact; Education Work Relationship; Educational Attainment; Employed Women; *Employment Opportunities; Employment Patterns; Employment Qualifications; Futures (of Society); Immigrants; Job Skills; Labor Conditions; Labor Force; Labor Market; Labor Needs; *Labor Supply; Males; Measurement Techniques; Mothers; Policy Formation; Public Policy; Salary Wage Differentials; Unemployment; Unskilled Occupations; *Unskilled Workers; Urban Areas; Wages; *Welfare Recipients; *Welfare Reform
IDENTIFIERS- Impact Studies

The entry of working welfare mothers into the labor market will have an impact on the wages and employment of low-skilled workers. This impact was examined through a labor market analysis of available statistical data about the U.S. population and employment patterns. The characteristics of workers likely to enter the labor market because of welfare reform were considered along with the following mediators of the effects of welfare mothers' entry into the labor market: the size of the labor influx, the characteristics of welfare mothers, the state of the economy, migration, and institutional arrangements. The analysis revealed that a 10% increase in the number of working welfare recipients could result in a 0.3% wage decrease for men who were born in the United States and do not have a high school diploma. The analysis did not reveal any discernible short-term negative effects of the public assistance group on low-skilled women. In the long run, however, welfare reform will likely increase the number of low-skilled U.S.-born women in the labor force and thus drive down their wages by as much as 2.2%. The claim that immigrants take wage opportunity away from welfare participants appeared to be unfounded. (Six endnotes and twenty-eight references are included.) (MN)

ED 451 400 CE 081 561

Fagnoni, Cynthia M.
Welfare Reform: Progress in Meeting Work-Focused TANF Goals. Testimony before the Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Delivery Systems; Economic Climate; Economic Factors; Education Work Relationship; Educational Legislation; Employment Patterns; *Employment Programs; *Employment Services; Family Characteristics; Family Financial Resources; Family Income; Family Status; Federal Legislation; Individual Characteristics; Influences; Job Placement; Labor Legislation; Labor Market; Needs Assessment; Program Effectiveness; Program Improvement; Public Policy; Salary Wage Differentials; State Federal Aid; *State Programs; Trend Analysis; *Welfare Recipients; *Welfare Reform
IDENTIFIERS- California; Connecticut; Florida; Impact Studies; Maryland; Michigan; *Temporary Assistance for Needy Families; Washington; Welfare to Work Programs

The General Accounting Office (GAO) examined progress in meeting work-focused goals of the Temporary Assistance for Needy Families (TANF) program. The following issues were considered:

Emerging Issues and Opportunities for Community-Based Organization Involvement in Welfare Reform.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; Agency Role; Case Studies; *Community Cooperation; *Community Organizations; Educational Practices; Employment Services; Family Programs; Federal Legislation; Financial Support; Guidelines; Helping Relationship; Innovation; Needs Assessment; Nonprofit Organizations; *Organizational Effectiveness; Organizational Objectives; Policy Formation; Program Development; Program Implementation; *Public Policy; Social Science Research; Trend Analysis; Welfare Recipients; *Welfare Reform; World Wide Web
IDENTIFIERS- California; Louisiana; Nebraska; New York; Ohio; Pennsylvania; Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; Texas; Welfare to Work Programs

This document examines emerging issues and opportunities for community-based organization (CBO) involvement in welfare reform. The document begins with a brief section of background information on past CBO involvement in helping families move from welfare to work. The next section answers policy questions pertaining to the following issues: (1) factors and specific legislation that have expanded opportunities for CBO involvement in welfare reform; (2) ways CBOs are serving low-income families who have left or are trying to leave welfare; (3) barriers CBOs confront in getting involved with welfare reform; (4) promising approaches CBOs can consider to overcome the barriers (including partnering with other organizations, enhancing data collection and reporting systems, and identifying sustainable funding sources); (5) opportunities for state and local policymakers to reduce barriers to CBO participation in welfare reform; and (6) ways CBOs can be involved as welfare reform evolves. Key findings of research on CBO involvement in welfare reform are presented. An innovative program serving 22 cities across the United States is profiled along with innovative programs in the following states: California; Louisiana, Pennsylvania; Nebraska; New York; Ohio; and Texas. Concluding the document are the World Wide Web addresses of nine resource contacts and sources for nine publications. (MN)

ED 451 417   CE 081 609

Australian Apprenticeships. Research at a Glance.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 01
NOTE- 23p.; Summarizes "Australian Apprenticeships: Facts, Fiction and Future" and "Australian Apprenticeships: Research Readings."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

Intifada. Children ages 6 through 16, living in villages and refugee camps, completed a questionnaire which looked at their sleep patterns; fears; anxieties; dreams; and drawings since the Intifada. The results are categorized into ten aspects that represent basic factors that form the personality of the Palestinian children. The results showed 80% of the children was prone to depression and lacked confidence in fathers and authority figures. Both males and females in the villages and camps reported educational problems and had psychological problems because of the violence they experienced. Violence had also left negative physical aspects on the children. A drawback in mental and perceptional development was noted for both males and females. Furthermore, the study revealed that no negative changes were found in terms of family relations or in family solidarity. In general, the children who coped best were those who were able to receive support and encouragement from their family and community. (Contains 20 references.) (JDM)

ED 451 437 CG 030 803

Hanoun, Rasmiyah Abd El-Kader
Anxiety and Its Influence on the Political Views of Palestinian Youngsters.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Anxiety; *Children; Comparative Analysis; Conflict; Coping; Emotional Adjustment; Foreign Countries; *Political Attitudes; *Resilience (Personality); Surveys; War
IDENTIFIERS- Intifada; Palestinians; Refugee Camps; Villages

This study attempted to determine whether Palestinian children living in the West Bank experienced anxiety as a result of the Israeli occupation. It also attempted to assess whether their anxiety influenced their political views. Children ages 9-12, living in villages and refugee camps, participated in the study. Observations and interviews were made of the children's writings; games; drawings; behaviors; and songs. A significant difference was found in the levels of anxiety between village and refugee camp children. Some children reported less anxiety than before the Intifada and had made adaptations to their environment. Others had transcended the traumas of the Intifada and had identified morally, physically, and emotionally with the political causes. Some children who participated in events developed affirmative and positive reactions to stress. The study found that these children had developed a psychic immunity that made it possible for them to continue normal daily life. Their parents and family members supported and encouraged them. Youth without this support could not resist anxiety because their family members showed no fear. Because of their subjection to physical and verbal violence, Palestinian children were found to be more active and extreme in their political views. School work was found to be the only problematic issue in their lives. (JDM)

ED 451 438 CG 030 804

Hanoun, Rasmiyah Abd El-Kader
Childhood: Impressions of the Intifada.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English

Search for a Containing Object"; (5) "Chloe: From Pre-Conception to After Birth"; (6) "Unbearable Ecstasy, Reverence and Awe, and the Perpetuation of an 'Aesthetic Conflict'"; (7) "Never Before and Never Again" (8) "Changes of Mind: On Thinking Things Through in the Countertransference"; (9) "Concluding Thoughts." (Contains 188 references.) (ADT)

ED 451 458 CG 030 833

Mellin, Elizabeth Anne
Interpersonal Theory and Depressed Adolescents: An Overview of Method and Outcome.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Adult Counseling; *Counseling Theories; *Depression (Psychology); *Interpersonal Relationship; Intervention
IDENTIFIERS- Brief Therapy; *Interpersonal Therapy; Mood Disorders

In an attempt of fill the gap in theoretical and empirical information available for treatment of adolescent depression, interpersonal therapy for adolescents (IPT-A) was developed. Interpersonal psychotherapy (IPT) is a brief, time-limited therapy originally developed for use with adults diagnosed with major depression. Several outcome studies have been completed on the efficacy of IPT-A with adolescents, however these reports have been mainly published in psychiatric journals. This paper attempts to bring these results to counselors who work with adolescents. The rationale for modification of the IPT for adolescents involves the similarities found in research between adolescent and adult mood disorders and the prevalence of depression in adolescents. Studies also show adolescent depression to be associated with significant social and interpersonal difficulties. Many of the problem areas addressed in IPT relate to interpersonal difficulties that correlate with adolescent depression. Promising results are reported from initial empirical investigation into the efficacy of the IPT-A with adolescent depressive disorders. The need for future research is substantiated. (JDM)

ED 451 459 CG 030 837

Barringer, Carolyn Fox
Counselling Third Culture Kids.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Conference of the American Counseling Association (San Antonio, TX, March 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; *Counseling; *Cultural Context; *Cultural Interrelationships; Foreign Countries; Foreign Culture; *Individual Development; *Influences; Interpersonal Relationship

Third Culture Kids (TCKs) represent a group of youth who have lived overseas with their families for business, service, or missionary work. The implications of living in multiple cultures, especially during the developmental and formative years of youth, warrant investigation. This study informs the

IDENTIFIERS- New Jersey; *Self Questioning Techniques; *Summarization

This study examined the effects of training community college students in two reading strategies, self-questioning and summarization, on their comprehension and retention of expository material. Eight developmental reading students from a community college in central New Jersey were taught the strategies of summarization and self-questioning and then were tested on their comprehension and retention of the passages they read. Results indicate that while neither strategy significantly increased students' comprehension, self-questioning while reading may enhance students' retention of textbook material. (Contains 21 references and 3 tables of data.) (Author/RS)

ED 451 480 CS 014 322

Bower, Nancy L.
The Effect of Reading with a Partner and Participating in a Literature Discussion on Reading Comprehension.
PUB DATE- 01
NOTE- 33p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Discussion (Teaching Technique); Grade 3; Instructional Effectiveness; *Literature Appreciation; Primary Education; *Reading Achievement; Reading Attitudes; *Reading Comprehension; Reading Research

The purpose of this study was to determine if reading with a buddy and participating in a literature discussion would have an effect on reading comprehension achievement. For six weeks, seven pairs of third grade students met three times a week to read assigned material and participate in small group literature discussions to construct meaning and important events together before completing the accompanying comprehension activities individually. The remaining students read the assignments and completed comprehension activities independently. The story activities and quizzes were graded and student scores were compared. The results tend to support the hypothesis but the difference between the means of the samples was not significant. A reading survey to assess attitudes towards the benefits of reading with a partner was developed by the researcher was administered to all the students before and after the project period. Data from the posttest reading survey and journal writings showed an improvement on attitude towards reading as well as reading with a partner and participating in a literature discussion. (Contains 47 references and a table of data. Appendixes contain the reading survey and data.) (Author/RS)

ED 451 481 CS 014 323

Malkos-Diegnan, Jennifer
Mathematical Word Problem Comprehension.
PUB DATE- 00
NOTE- 36p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Content Area Reading; Grade 4; *Instructional Effectiveness; Intermediate Grades; *Mathematics Instruction; *Problem Solving; *Reading Strategies; *Word Problems (Mathematics)

of any age to "nibble" at a new book. The book's recipes enhance the process of learning so much that preparing them with students is worth the effort and energy required. Every one of the book's recipes includes ties to at least one book to be found on the library shelf--some recipes can be used with many books on the same topic. The book's introduction provides much practical information about cooking with children and lists some ground rules that teachers and librarians might want to set down. Recipes in the book are arranged alphabetically by book title. The index lists them by book title, author, and recipe name as well. A "Special Cooking Vocabulary" is also included. (NKA)

ED 451 501 CS 217 301

Kuta, Katherine Wiesolek; Zernial, Susan
Novel Ideas for Young Readers! Projects and Activities.
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Childrens Literature; Class Activities; Classroom Techniques; Elementary Education; *Language Arts; Learning Activities; *Listening Skills; *Reading Skills; *Speech Skills; *Student Projects; *Writing Skills
IDENTIFIERS- International Reading Association; National Council of Teachers of English

This book offers 60 stimulating, classroom-tested activities to instill a love of literature and help young learners develop as readers, writers, and speakers. By using picture books, novels, or even nonfiction readings as starting points, the reproducible worksheets in the book can be implemented to strengthen students' entire spectrum of language arts skills. Designed around the International Reading Association/National Council of Teachers of English (IRA/NCTE) Standards, the book is divided into three sections of 20 projects that emphasize particular standards. The first section of reading and writing activities includes projects such as composing letters to book characters, and authors, essays, and news stories. The second section offers projects to reinforce representing and viewing standards--some of these visual display projects include creating poster ads for books; designing book covers, comic strips, murals, and travel brochures; and structuring "Book vs. Movie" charts. The final section of speaking and listening activities has students creating poems, songs, and dramatizations; role playing; dramatizing scenes; holding live interviews; and presenting "thumbs up/thumbs down" book reviews. Each project in the book features a guidelines page that explains the activity's purpose and how best to implement the project as well as variations to accommodate students with different learning styles and suggestions for assessing and grading student efforts. (NKA)

ED 451 502 CS 217 302

Hegel, Claudette
Newbery and Caldecott Trivia and More for Every Day of the Year.
PUB DATE- 00
NOTE- 170p.
LANGUAGE- English

then presents the most asked questions and their answers regarding the Kentucky Writing Portfolio. Names and addresses of Kentucky Writing Program consultants and Writing Portfolio consultants are attached. (EF)

ED 451 523 CS 217 490

Miller, Susan A.; Vincent, Donna
Building the Foundation the WRITE WAY: Mini-Lessons with Practical Strategies for Teaching the Personal Narrative, Feature Article, "How-to..." Article, and Persuasive Letter.
PUB DATE- 01
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Feature Stories; *Lesson Plans; Letters (Correspondence); *Teaching Guides; *Writing Assignments; *Writing Instruction; *Writing Processes; Writing Skills; *Writing Strategies
IDENTIFIERS- *Personal Writing; *Writing Samples

This book presents strategies for teaching the personal narrative, feature article, how-to article, and persuasive letter, and for teaching fiction and reflective thinking and writing. It includes definitions, lesson plans, originals for transparencies and photocopies, and sample student writing. The first four sections are: Teaching the Personal Narrative; Teaching the Feature Article; Teaching the How-to Article; and Teaching the Persuasive Letter. The fifth section (Teaching Fiction) contains 24 lessons divided into nine parts: (1) Story Elements; (2) Common Story Subjects; (3) Developing Fiction Through Characters; (4) Developing Fiction Through Setting; (5) Developing Fiction Through Plot; (6) Developing Fiction Through Leads and Closings; (7) Transitions; (8) Writing the Story; and (9) Polishing for Publication. The sixth section (Teaching Reflective Thinking/Writing) includes 6 lessons. The seventh section contains the essay "Spelling: No Instant Recipes." (Contains 76 references. Each section in the book contains an appendix.) (EF)

ED 451 524 CS 217 491

Gaughan, John
Reinventing English: Teaching in the Contact Zone.
PUB DATE- 01
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Controversial Issues (Course Content); Cultural Context; *English Instruction; Instructional Effectiveness; *Language Arts; Learning Strategies; Process Education; Secondary Education; Social Cognition
IDENTIFIERS- *Contact Zones

Instead of ignoring the controversial issues that emerge from discussions of gender, race, and sexuality, the author of this book addresses these issues head-on through the literature and writing he assigns. The book is about creating opportunities in the English classroom for students to become thoughtful, committed citizens. It is about encouraging them to air their views honestly and forthrightly. The pedagogy described in the

ED 451 545 CS 217 628

Wright, Reid

Spelling for Writing: Student Activity Book. Level 2.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 98

NOTE- 102p.; For Level 2 Guidebook for Parents and Teachers, see CS 217 627. For Levels 1-5, see CS 217 625-632.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Primary Education; *Spelling; *Spelling Instruction; Workbooks; Writing Improvement

This Student Activity Book is designed to be used with the "Guidebook for Parents and Teachers" of the same series. The Level 2 activity book consists of worksheets intended to help children discover and practice the most important patterns and principles that govern English spelling, including short and long vowels, various consonants and consonant clusters, memory words, words often misspelled, family words, compound words, and nouns that name more than one thing. The activity book is divided into 30 sections, each consisting of a week's worth of activities. (SR)

ED 451 546 CS 217 629

Smith, Carl B.

Spelling for Writing: A Guidebook for Parents and Teachers. Level 3.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 98

NOTE- 175p.; For the Level 3 Student Activity Book, see CS 217 630. For Levels 1-5, see CS 217 625-632.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Childrens Writing; English Instruction; *Grade 3; Primary Education; Spelling; *Spelling Instruction; Word Lists; *Word Recognition; Writing (Composition); *Writing Instruction; Writing Skills

IDENTIFIERS- Spelling Growth; *Spelling Patterns; *Word Structure; Writing Contexts

Intended for parents and teachers, this guide provides all the information needed to lead a third grader through 30 lessons or 30 weeks of learning for a speller. The guide helps the child to learn to identify common, logical spelling patterns; leads the child quickly to more complex words; and aids him or her in becoming a confident, independent speller. The guide encourages children to write real-life messages. By doing this, they learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, and sending messages. The purpose of the guide is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing. The guide incorporates high-frequency words and builds on the logic found in English spelling patterns, an approach

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Childrens Literature; Class Activities; Computer Assisted Instruction; Grade 4; Grade 5; Intermediate Grades; Optical Data Disks; Reader Response; *Reading Comprehension; *Reading Instruction; Reading Motivation; Vocabulary Development

This multimedia program (a CD-ROM and a teacher's guide) features reading comprehension activities to encourage students to read for meaning. It includes exercises for 100 intermediate level books that are commonly available in classrooms or libraries. The program provides 20 "island destinations" that contain activities that assess comprehension, ask reader response questions, and provide activities where students can practice vocabulary skills. The books and the vocabulary in this program are researched, selected, and approved for grade 4 and 5 curricula. The teacher's guide explains the activities and gives teachers tips on setting up the program, how to change the program options and testing levels, and how to review and grade student work. A list of book titles and vocabulary, as well as additional classroom activities with blackline masters, are included at the end of the teacher's guide. (RS)

ED 451 569 CS 510 537

Henning, Teresa B.
Theoretical Models of Tutor Talk: How Practical Are They?
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Higher Education; Instructional Effectiveness; *Tutoring; *Tutors; *Writing Laboratories
IDENTIFIERS- Collaborative Talk; Empirical Research; *Tutor Role; *Tutor Training

Writing center theory in general seems to favor a collaborative model of the tutorial where the tutor and tutee work together to create shared knowledge and a shared text and an expressionist model of the tutorial which requires that the tutor do less talking and more listening. Writing center empirical research, however, suggests that the key factors that contribute to a tutorial being perceived as successful include: how well the tutor and writer negotiate an agenda that meets the writer's expectations, whether or not the writer is able to get and apply the information he or she needs to write or revise his or her work, and how well the tutor establishes rapport with the writer. What is surprising is that empirical research also suggests that common assumptions regarding the amount and kind of talk related to collaborative and expressionist models of the tutorial are not always a reliable means for reaching these characteristics in a tutorial. Based on this empirical evidence, this paper argues that, when training tutors writing center directors should not limit their training to collaborative and expressionist models of the tutorial. The paper makes this argument by demonstrating how a variety of tutoring strategies and models are often required to attain each characteristic. It also demonstrates that a failure to be flexible about these models in a tutorial session can

DESCRIPTORS- Curriculum Design; *Curriculum Development; Educational Administration; *Educational Environment; Educational Philosophy; Elementary Secondary Education; *Instruction; *Public Schools; School Culture

This article provides an overview of the short- and long-term action that is essential for effective curriculum improvement. It focuses on the ongoing need for schools to develop effective procedures for processing the routine operations of schools, to evaluate personnel, to maintain good salaries and working conditions, to involve staff in decision making, to experiment with new programs and question current educational practice, and to recognize that there are no gimmicks for solving problems. The paper offers a broad definition of curriculum, claiming that it encompasses all of a student's learning experiences in the school setting. Therefore, curriculum improvement should impart sound moral and spiritual values, develop physical fitness, teach basic knowledge, develop adaptability and critical intellectual inquiry, teach basic skills, teach technical skills, and develop a positive self-concept for the educational community. The text describes 10 obstacles to curriculum improvement, such as class scheduling and departmentalization. It also prescribes ways to overcome these obstacles, such as the formation of professional councils that are dedicated to curriculum improvement. The paper concludes with a synopsis of the impending changes in school administration, organization of professional staff, learning experiences, the school day and the school year, school buildings, and student conduct. (Contains 12 references.) (RJM)

ED 451 589 EA 030 906

Marsh, Herbert W.; Koller, Olaf; Baumert, Jurgen

Reunification of East and West German School Systems and the Big Fish Little Pond Effect on Academic Self-Concept. German Reunification and Self-Concept.

SPONS. AGENCY- Western Sydney Univ., Macarthur (Australia).; Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).; Australian Research Council.

PUB DATE- 00

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Paper is part of symposium sponsored by the SELF Research Centre. Sponsoring institutions funded this research through a special investigator grant.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Comparative Analysis; Educational Environment; Elementary Secondary Education; Foreign Countries; Longitudinal Studies; *Mathematics Achievement; Mathematics Skills; *Self Concept

IDENTIFIERS- East Germany; West Germany

This paper examines the educational results of the reunification of East and West Germany. Specifically, it discusses what happened to students' self-concept when the East German system, which was highly standardized, was combined with the West German schools, which were highly differentiated and based on achievement. To study this result, longitudinal data from large cohorts of seventh grade (n=2,778) East and West German students were collected at the start of reunification of the school systems. The prior East German school system was largely transformed into the existing West German system. Multilevel modeling demonstrated the "big fish little pond" effect was public relations. It instructs principals on looking at public engagement, on building public support, on gaining a clear perception of how their school is viewed by the public, on creating and implementing a communication plan, on communicating with and engaging parents, on communicating with school staff and specific staff audiences, on communicating to the news media, and on using technology to enhance public-engagement efforts. It describes ways to draw on diversity to strengthen schools, outlines strategies for special projects and parent-teacher conferences to reveal opportunities, and offers practical ways to involve people in the school. A final section lists additional resources that principals can draw upon to enhance their school's image. The handbook is filled with practical tips that cover specific issues, such as creating a press release, surviving back-to-school night, generating a checklist for the principal and head custodian, designing an effective welcome packet, and strategies for effective listening. A separate section contains camera-ready worksheets and handouts that can be used to generate community support. (RJM)

ED 451 610 EA 030 954

Vacek, Kathleen, Ed.
Legal Issues in Education Practice: Challenges and Opportunities in the 21st Century. Papers of the Education Law Association Annual Conference (46th, Atlanta, Georgia, November 9-11, 2000). Topic Outlines.
PUB DATE- 00
NOTE- 480p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; Educational Administration; Elementary Secondary Education; Legal Aid; *Legal Responsibility; *School Law; School Policy

This document contains the conference papers of the Education Law Association's 2000 conference. The papers examine school prayer; student speech under the Equal Access Act; the control of student behavior and expression; legal challenges facing the charter-school movement, the future of special-education law, school desegregation decrees, and charter-school innovation; collegiality and tenure; the use of statistics in discrimination cases; the electronic media and school violence; freedom of expression outside the classroom; developments in church/state/school relations; higher education and affirmative action; vouchers; student-led prayer in school; the Milwaukee parental-choice program; practical tips in representing school clients; a framework for addressing school test-use issues; providing services to the youngest children with disabilities; student handbooks; legal issues in teacher evaluation and remediation; Title VII and the First Amendment; litigation and the future of functional behavioral assessment; the Wall of Separation Doctrine in the Rehnquist era; do-not-resuscitate orders and school responsibility; legal issues evolving from the use of evaluations in teacher-employment termination; the Internet and legal issues; confidentiality of records in K-12 schools; Blackstone and the Americans with Disabilities Act; religion, schools, and legal issues; and emerging issues in special-education law. (RJM)

ED 451 611 EA 030 955

Advocacy Seminar 2000 Course Book (Litchfield Park, Arizona, students individually at any state of the writing process; and (10) familiarizing students with the college campus. Each chapter consists of objectives, materials, preparation (when necessary), procedures, and comments. Supplementary materials are also included. (CR)

ED 451 632 EC 308 314

Davis, Cheryl; Francis, Pamela; Harlan, Denese
Providing Real-Time Captioning, C-Print Speech To Print Transcription, Assistive Listening Devices and Other Technologies: Questions and Answers.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 00
NOTE- 39p.; Edited by David Buchkoski. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Audio Equipment; *Captions; *Deafness; *Hearing Impairments; Higher Education; *Sensory Aids
IDENTIFIERS- Assistive Listening Devices; Real Time Captioning

This booklet provides questions and answers for postsecondary educational institutions concerning provision of access and accommodations to individuals who are deaf and hard of hearing. Questions are about assistive listening devices (ALDs), C-Print technology, real-time captioning, and policy issues. Preliminary information concerns the mission and members of the Postsecondary Education Program Network. Questions address such concerns as use of ALDs by students with cochlear implants, use of ALDs in a conference table setting, use of an ALD by a student who has a learning disability or attention deficit disorder, differences between C-Print and real-time captioning, qualifications and training of the C-Print captionist, costs of C-Print software and hardware, recommended accuracy percentages for real-time captioning, use of real-time captioning in group learning environments, and use of real-time captioning with visually impaired students. Some policy issues addressed include making C-Print notes available to faculty and other students, eligibility for services, and determination of appropriate accommodations. (DB)

ED 451 633 EC 308 315

Markowitz, Joy; Linehan, Patrice
Traumatic Brain Injury. Quick Turn Around Forum. QTA--A Brief Analysis of a Critical Issue in Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; *Definitions; Elementary Secondary Education; *Head Injuries; Inservice Teacher Education; *National Surveys; *Neurological Impairments; Postsecondary Education; Preservice Teacher Education; Professional Development; State Departments of Education; State Standards; Teacher Certification

The New Mexico definition of "developmentally delayed" is presented. The next section presents the specific assessment/evaluation guidelines concerned with: (1) referral and screening considerations (family, child, considerations of learning difficulties, early developmental opportunities, poverty, and decision making); (2) language assessment (language dominance, language proficiency); (3) acculturation and ethnic identity (family, child, school, community); (4) determining language/s of assessment; (5) translator/interpreter considerations (role of the interpreter/translator, types of interpretation/translation, qualifications, and considerations for modifying and adapting traditional practices; (6) non-discriminatory evaluation procedures; and (7) report writing (format, interpretation, recommendations). Appendices provide information on models of language proficiency, theories of second language acquisition, and assessment forms. (Contains 54 references.) (DB)

ED 451 652 EC 308 335

User-Friendly Materials and Alternate Formats.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Accessibility (for Disabled); Diffusion (Communication); *Disabilities; *Information Dissemination; *Information Sources; Information Utilization; Research Utilization; User Satisfaction (Information)
IDENTIFIERS- *Information Format

This booklet offers guidance for increasing the dissemination and utilization of information (especially federally funded disability research) through development of user-friendly materials and alternate formats. Individual sections address: the distinction between alternate formats and accessibility, suggested policies to help define approaches to accessibility, development of an organizational dissemination policy, suggested questions to guide format selection, and implementation of a variety of formats and modes including large print, audiotape, Braille, diskette, CD-ROM/DVD, video and descriptive video, captions, and Internet/World Wide Web. Also discussed are other format concerns, the importance of "people first" terminology, and evaluating for user friendliness. A brief report of a consumer survey is reported indicating increasing numbers of individuals with disabilities are turning to the computer as an information source, although printed materials remain the most preferred format. Many Web sites are cited throughout the booklet. (Contains 10 references.) (DB)

ED 451 653 EC 308 336

Developing an Effective Dissemination Plan.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 30p.

about autism and a list of recommended resources. (CR)

ED 451 671 EC 308 356

Seferian, Robert
Design and Implementation of a Software Training Program for Students with Learning and Behavioral Disabilities.
PUB DATE- 00
NOTE- 145p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Assistive Devices (for Disabled); *Behavior Disorders; Computer Assisted Instruction; *Computer Literacy; Computer Uses in Education; Educational Technology; Individualized Education Programs; *Internet; Keyboarding (Data Entry); *Learning Disabilities; Lesson Plans; Middle School Students; Middle Schools; Multimedia Instruction; *Teaching Methods; *Word Processing

This practicum was designed to increase the skills of 13 middle school students with learning and behavioral disabilities in the use of personal productivity software. In addition, teacher training and motivational activities were included. Consultation with the school technology instructor and creative scheduling provided the students with hours of training in the technology lab. Celebrations were held regularly and included presentation of awards and guest speakers. Lesson plans were developed that were designed to teach the students the basic functions of the word processing, multimedia, spreadsheet, and Internet functions of the software available on the computers in the school setting. Training was provided to the teacher to effectively plan for and supervise the students throughout the implementation period. Surveys as well as pretest and posttest data showed that the majority of students increased their knowledge of the available technology. The students were able to produce documents, spreadsheets, and multimedia presentations. The data showed that the students felt more competent to complete academic tasks after the training. The teacher also became more confident with integrating technology into the students' individualized education programs. Appendices include the lesson plans and evaluation results. (Contains 11 tables and 41 references.) (CR)

ED 451 672 EC 308 357

Christensen, Carol A.; Baker, Carolyn D.
Pedagogy, Observation and the Construction of Learning Disabilities.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Disability Identification; *Educational Practices; Elementary Education; *Environmental Influences; Foreign Countries; *Learning Disabilities; Social Influences; *Teaching Methods
IDENTIFIERS- Australia (Queensland)

This report discusses the outcomes of a project that examined the social and contextual factors that underpin the identification of elementary students as having learning disabilities. Data

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Educational Facilities Design; Elementary Education; *Elementary Schools; Foreign Countries; *Partnerships in Education; *Program Evaluation; *School Construction
IDENTIFIERS- British Columbia

This study examines the management and outcome of the public-private partnerships (P3s) school construction project used in the Auguston housing development in Abbotsford, British Columbia to build a traditionally-designed elementary school. The study explored the relationship between the project's major players, the fiscal incentives that drove the project and the risks and responsibilities assumed by key stakeholders, project chronology, and outcome analysis. It is revealed that the P3 methodology allowed the school to be constructed in only 12 months, at 10 percent below that achieved by conventional procurement, and accomplished within standard building specifications. Outcome analysis demonstrates the P3 methodology can be used to build public schools at lower cost, freeing public dollars for other uses, and the viability of the Design/Build option. Interviews with the participants reveal a need for extra time to work with the various partners and the need to comprise. Appendices provide copies of the following study documents: the real estate agent questionnaire, the public-private partnership questionnaire, and the questionnaire used for the Auguston residents. (Contains 34 references.) (GR)

ED 451 694 EF 005 929

Noson, Linda Lawrance; Perbix, Todd W.
School Facilities Manual: Nonstructural Protection Guide. Safer Schools, Earthquake Hazards, Nonstructural. Second Edition.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, DC.
PUB DATE- 00
NOTE- 165p.; Supercedes July 1989 Edition. Funded by the Seattle Project Impact Program initiated by FEMA.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Earthquakes; Elementary Secondary Education; *Guidelines; Public Schools; *School Safety
IDENTIFIERS- *Nonstructural Elements (Construction); Washington

This guide addresses the strengthening of nonstructural elements of a school building to resist earthquake-induced damaged and improve school building safety in Washington State regions with notable earthquake activity. Nonstructural elements include the decorative details and those functional building parts and contents which support the activities in, and the performance of, the building such as mechanical and electrical systems, furnishings and equipment, and necessary hazardous materials. The first section discusses earthquake activity in Washington, earthquake-induced damage to Washington schools, the causes of earthquake damage, the school district nonstructural protection program, and the use of school site teams. The second section presents inventory forms and inventory process for nonstructural elements. A revision of this section is included at the end of the guide. The third section provides the details

Uses in Education; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; *Professional Associations; Second Language Instruction; *Second Language Learning; Student Evaluation; Teaching Methods; World Wide Web
IDENTIFIERS- *Japan

This journal is a monthly publication of the Japan Association for Language Teaching (JALT), a nonprofit professional organization of language teachers dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. Each issue of the journal contains several sections and departments: feature articles; opinions and perspectives; net nuggets; my share (where teachers share some of their most successful and innovative teaching techniques and classroom activities); JALT undercover (a survey of some of the latest developments in the field of language teaching and learning); and JALT departments, which includes news, book reviews, items recently received, a bulletin board, events of national significance, JALT chapter reports and meetings, a conference calendar, a job information center with a listing of positions, and an advertiser index. (KFT)

ED 451 717 FL 026 656

JALT Journal, 1998.
PUB DATE- 98
NOTE- 306p.; Published semi-annually. Tamara Swenson edited No. 1; Sandra Fotos edited No. 2.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; *Classroom Techniques; Computer Uses in Education; Elementary Secondary Education; *English (Second Language); *Error Correction; Foreign Countries; Higher Education; *Intercultural Communication; Professional Development; Second Language Instruction; Second Language Learning; *Self Evaluation (Individuals); Teaching Methods; Videotape Recordings; World Wide Web; Writing (Composition)
IDENTIFIERS- Japan; Kanji Script; *Politeness

This journal (published twice a year) is a publication of the Japan Association for Language Teaching (JALT), a nonprofit professional organization of language teachers dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. Each issue includes several sections and departments: feature articles, point to point articles where the major issues of the field are debated, research forum, perspectives, book reviews, and JALT journal information. Topics highlighted in this volume include the following: yokudku, politeness, "othering" in English-as-a-Foreign-Language (EFL), turn-taking, strategies, self assessment, videoing, EFL readability, error correction, use of local area networks in EFL writing classes, kanji education, product-driven writing projects, and intercultural communication. (KFT)

ED 451 718 FL 026 657

Fotos, Sandra, Ed.
JALT Journal, 1999.
PUB DATE- 99

program review; (2) outcomes assessment; (3) specialized accreditation; (4) financial accounting initiatives; and (5) internal quality assurance. The research suggests that effective departmental assessment depends on: (1) the degree to which the organizational and cultural setting promotes an atmosphere conducive to evaluation; (2) the credibility and fairness of the evaluation policies and practices; and (3) the validity and reliability of the evaluation standards, criteria, and measures. The study concludes unit assessment that takes place in a climate supportive of quality improvement, enhances organizational motivation by treating the department as a collective, gives maximum flexibility to identify and answer their own evaluation questions, and takes seriously issues of data quality and credibility that will be both effective and growth-producing. (Contains 2 tables and 28 references.) (SLD)

ED 451 740 HE 033 863

Rice, R. Eugene; Sorcinelli, Mary Deane; Austin, Ann E.
Heeding New Voices: Academic Careers for a New Generation. Inquiry #7. Working Paper Series. New Pathways: Faculty Careers and Employment for the 21st Century.
PUB DATE- 00
NOTE- 58p.; The "Principles of Good Practice" section of this report is available as a separate booklet from the Forum on Faculty Roles & Rewards at the AAHE address and on the Web site at www.aahe.org.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; *College Faculty; Graduate Students; Higher Education; *Teacher Attitudes; Teaching (Occupation)

This paper combines the inquiry phase of the New Pathways project on faculty careers and employment with recommendations for concrete practice on campus, bringing together findings from a series of interviews of new faculty and graduate students called "Heeding New Voices" with the guide "Principles of Good Practice: Supporting Early-Career Faculty" by Mary Deane Sorcinelli. The structured interviews that provide the framework and substance for the first work involved interviewing more than 350 individuals and convening 40 focus groups. These interviews show that new faculty members believe themselves involved in noble work that yields personal reward and social value. There is among them, however, a deep concern about fundamental aspects of the academic career: the lack of a coherent tenure system, the lack of community, and the lack of an integrated professional and personal life. "Principles of Good Practice" presents 10 principles of good practice for early-career faculty. It also contains inventories to examine individual administrator and institutional practices as well as examples of concrete and innovative approaches to good practice being used at a variety of institutions. The third section, "Readings and Resources for and about Early-Career Faculty," provides aa list of 86 resources for further reading. An appendix describes the New Pathways Paper Series. "Heeding New Voices" contains 24 references and "Principles of Good Practice" contains 11 references. (SLD)

ED 451 741 HE 033 864

Marttunen, Miika; Laurinen, Leena
Argumentative Discussions in Finnish Higher Education: Comparing

enhance student retention and satisfy students' academic needs. Five propositions on academic advising for student success were identified from the literature and research on academic advising and student retention: (1) advising should be designed to provide accurate, consistent, and accessible information for students concerning their progress within their curricula; (2) the best single indication of the likelihood of college persistence is the student's ability to cope with academic problems; (3) academic advising should be career focused; (4) the quality of student-faculty interaction is a major variable contributing to college holding power; and (5) the premier goal of educational advising is a full response to the student's needs. A committee of academic counselors used the information gained from the literature review to develop criteria for the advising process. Input also came from a formative committee of three CBSS counselors, four students, the directors of the computer, Academic Skills, and financial aid centers, and representatives from the eight degree-granting programs. It was recommended that the procedures selected by the committees be implemented into the University's advising and registration process as soon as possible. Further development and adjustment of the academic advising process was also recommended. Six appendixes contain supplemental information, including a list of improvement criteria. (Contains 24 references.) (SLD)

ED 451 762 HE 033 890

Robinson, Jill; Leamon, Jen
A Documentary Analysis of Educational Programmes Leading to the Award of Degree in Nursing at Pre and Post Registration Level.
PUB DATE- 99
NOTE- 103p.; For a summary of the same study, see HE 033 891.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Content; Criteria; *Curriculum; *Degrees (Academic); Foreign Countries; *Graduate Study; Higher Education; Nursing; *Nursing Education; *Outcomes of Education; Program Descriptions
IDENTIFIERS- *England

This study was undertaken to compare the learning outcomes and content of pre- and post-registration nursing degrees. Curriculum documents were obtained from 50 nursing degree programs from 32 institutions. The total set of documents was studied to get a sense of how student achievement at the graduate level was differentiated from awards at the sub-degree level, and then a subset of 15 documents was chosen to represent the broad range of course outcomes. A recurring question was the meaning of "degree." Something that was very apparent in the curriculum documents studied was the almost universal use of descriptors based on Bloom's Taxonomy (B. Bloom, 1956) without empirical evidence to show that incremental learning follows the sequence of level descriptors. The research suggests that in relation to degrees there is a need to share good practice across institutions and then to gather empirical evidence about the relationship between the level descriptors used in curriculum documents and students' actual progression toward degree outcomes. With regard to nursing degrees specifically, there is a need for professional and statutory bodies to work together to ensure that nursing is fully represented in debates about standards and quality assurance. An appendix contains a chart of emerging nursing curriculum issues. (Contains 5 tables, 10 figures, and 58 references.) (SLD) of the Southern Regional Education Board (SREB). Data from a variety of sources show that, overall, faculty salaries have not grown at rates as high as those of other workers with advanced levels of education over the last 10 years. In fact, faculty salaries have not grown at rates as high as those of all workers, regardless of level of education, over the last 25 years. The gap between the average faculty salaries in the SREB and the nation for public 4-year and 2-year colleges has grown over the last 10 years. The gap between the earnings of senior faculty and junior faculty is greater than it was 10 years ago. The gap between the salaries of faculty at universities with the largest graduate education programs and those of faculty in the other colleges has also grown. In the SREB region, the challenge is to bring faculty salary gains more in line with the gains made by other occupations and more in line with gains for faculty outside the SREB region. The number of top quality faculty is limited, just as in any profession, and states that do not offer comparable salaries may not be able to compete effectively for faculty. SREB states must take deliberate actions to ensure that their colleges and universities get their share of top quality faculty. (SLD)

ED 451 783 HE 033 911

Norton, John
More Than a Check and a Handshake: The Progress and Promise of the SREB-State Doctoral Scholars Program.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 18p.; Adapted from "Progress and Promise: An Evaluation of Faculty Diversity." Prepared with Ansley Abraham.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Doctoral Programs; *Enrollment; *Graduate Students; Graduate Study; Higher Education; *Minority Groups; School Holding Power
IDENTIFIERS- *Southern Regional Education Board

A recent evaluation has concluded that the Doctoral Scholar's Program of the Southern Regional Education Board (SREB) has more than lived up to its promise in encouraging minority students to enroll in graduate school and in supporting them with "more than a check and a handshake." In its 7-year history, the Doctoral Scholars Program has served more than 350 minority doctoral scholars, including more than 120 in mathematics and science-related fields. By winter 2000, almost 100 scholars had earned their Ph.D.s and 70% of them were employed on college campuses as junior faculty, postdoctoral students, or campus administrators. The high retention rate, more than 90%, for the SREB is much higher than the retention rate in similar national programs of 37%. The program's support strategies, which include regular contact, information sharing, and a mentoring component, were credited with its success. The program's annual institute promotes the development of support networks, and the program's support systems encourage those of the institutions themselves. Suggestions for program improvement include the call for continued support, the expansion of the annual Institute for Teaching and Mentoring, the improvement of information dissemination, and an intensified focus on the transition to faculty positions. (SLD)

ED 451 784 HE 033 912

variety of enrichment experiences, ranging from speakers through videos and interactive technology. Students also conducted an ethnographic study of a school. The responses of 27 students (7 African American, 18 Caucasian, 1 Arab) showed gains in their appreciation of the complexity of education and the relationship between schools and society. Twelve of the students commented that they really enjoyed the class, and 14 said that the class had opened their eyes to many educational issues. An appendix contains the course syllabus and some supplemental information. (SLD)

ED 451 803 HE 033 933

Report of the MLA Post-Secondary Funding Review Committee.
PUB DATE- 00
NOTE- 41p.; Produced by Alberta Learning, Adult Learning Division.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; *Educational Finance; *Equal Education; Foreign Countries; *Postsecondary Education; *Public Colleges; *Resource Allocation
IDENTIFIERS- *Alberta

This report brings to an end a series of consultations that began in March 2000 when Alberta's Minister of Learning established a committee to review the approach to allocating resources to publicly funded postsecondary institutions in Alberta, Canada. The Minister asked the committee, mostly composed of Members of the Legislative Assembly (MLAs), to ensure that the funding mechanism maximized accessibility to high quality, responsive, and affordable learning opportunities while maintaining institutional accountability. The five-member committee consulted with postsecondary institutions, faculty, and student associations, government departments, and other stakeholders in order to make recommendations on a funding framework for Alberta's postsecondary institutions. The committee developed 10 recommendations: (1) base operations should be adjusted to achieve greater equity across the system; (2) a process should be established to provide for the periodic review of base operations grants; (3) general cost pressures should be considered in annual adjustments to the base operations grant; (4) a working group should be established to examine and make recommendations on improving the ability of Alberta's postsecondary institutions to attract and retain faculty; (5) the Access Fund should be modified to fund general as well as targeted enrollment increases; (6) allocations from the "Performance Envelope" should be based strictly on the achievement of excellence and improvements in performance; (7) the indirect costs of research should be funded; (8) funding processes among government departments should be coordinated and simplified when possible; (9) the tuition fee policy should be revised to ensure that it continues to support the goals of the postsecondary system; and (10) concerns with the approach toward funding apprenticeship and industry training should be further investigated. Six appendixes contain materials used by the Committee, including the consultation questions and tables of grants awarded postsecondary institutions. (SLD)

ED 451 804 HE 033 934

Research Funding at Alberta Universities, 1998/1999 Report.
PUB DATE- 00
NOTE- 19p.; Produced by Alberta Innovation and Science and

indicate that these students tended to address various types of motivation and multiple goals related to their career decisions, educational values, and reasons for studying. The intentions and goals of these students were associated with a combination of intrinsic, extrinsic, personal, and social needs, and future goal orientations. Most of these students cited self-fulfillment as a motivator. With regard to career decision making, students seemed to concentrate on enjoyment and empathy factors, with personal enjoyment considered the most influential determinant in decision making about academic majors. Results of the study also indicate that highly intrinsically motivated students can also be involved in extrinsic, social, and future orientations. (Contains 18 references.) (SLD)

ED 451 823 HE 033 953

Ikegulu, T. Nelson
Globalization and Co-Integration of Universal Education.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; *Global Approach; *Higher Education; *Integrated Activities; *International Education

This paper proposes an educational system in which integrated institutions can become co-integrated and continentally co-integrated institutions can become universally integrated. An integrated institution is one that offers both academic programs and extracurricular activities that meet the needs of students from other institutions and countries. Co-integration is a concept that portrays the propensity of an institution (public or private) to be cognizant of its academic and curricular offerings with regards to global or multicultural education. A locally integrated institution (within its county/parish or locale) is one that has established an alliance with other institutions that are in a radius of at least 5 miles from its physical location. Two or more institutions are considered to be nationally integrated (or locally co integrated) if they are locally integrated and have formed alliances or coalitions with other institutions in their state and at least two out-of-state institutions in the country. An institution is continentally co-integrated if it is integrated with at least three other institutions on that continent and is nationally co-integrated in its country. Institutions are universally or globally integrated if they are continentally co-integrated with at least three other institutions on the continent and integrated with at least one other in the world. (Contains 2 figures and 10 references.) (SLD)

ED 451 824 HE 033 954

Ikegulu, T. Nelson
The Differential Effects of Gender and Mathematics Anxiety-Apprehension on Developmental Students' Academic Performance and Persistence.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test,

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Academic Achievement; Adult Learning; Change Strategies; Cost Effectiveness; Disadvantaged; Economic Change; Economic Development; Economic Factors; *Economic Impact; Economic Research; *Education Work Relationship; Educational Change; Educational Finance; Educational Needs; *Educational Policy; Educational Quality; *Educational Research; Educational Trends; Elementary Secondary Education; Equal Education; Financial Support; Job Training; Lifelong Learning; Literature Reviews; Outcomes of Education; *Policy Formation; Program Costs; Program Effectiveness; Research Needs; Role of Education; *School Business Relationship; Special Education; Special Needs Students; Trend Analysis; Vocational Edu Impact Studies
IDENTIFIERS- Impact Studies

The relationship between education and the United States (U.S.) economy was explored to identify research needed to inform employment policy in the future. Special attention was paid to the following topics: the state of education in the U.S.; key problems in grades K-12 that must be addressed; student achievement; inequity; costs of special education; and proposed "silver bullet" answers to existing problems. On the basis of the evidence reviewed, it was concluded that mediocre educational results do not threaten economic performance and that major initiatives toward reforming education have had limited success. It was further concluded that research and policy analyses in the economics of education can play an important role in directing educational policymakers toward improved student achievement through better curriculum, instruction, leadership development, and professional development. The following were among the areas of inquiry suggested: (1) using econometric techniques to identify the impacts of programs and initiatives; (2) identifying those interventions that work best with disadvantaged students; (3) assessing the cost-effectiveness of educational initiatives; (4) determining the best ways of using incentives to improve the system; and (5) determining whether financing affects student achievement and identifying ways of improving the equity and efficiency of financing public education. (Contains 15 references.) (MN)

ED 451 332   CE 081 278

Simmons, Allison, Ed.
Adventures in Assessment: Learner-Centered Approaches to Assessment and Evaluation in Adult Literacy, 2000. Volume 12: Experiences with Standards-Based Reform.
SPONS. AGENCY- World Education, Inc., Boston, MA.
PUB DATE- 00
NOTE- 75p.; Published annually. For Volumes 1-11, see ED 448 264.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Development; Educational Assessment; Educational Improvement; Educational Planning; *English (Second Language); *Evaluation Methods; Inservice Teacher Education; *Literacy Education; National Standards; Second Language Instruction; State Standards; *Student Evaluation; Teacher Evaluation; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Test of Adult Basic Education

In this volume of "Adventures in Assessment," an annual literacy education journal, teachers and practitioners write about their featured practices. The next three sections examine the IT industry; reasons why school-to-careers is an ideal strategy for addressing information technology industry skill needs; skills and certifications; and how the employer participation model works with students and teachers. These employers and intermediaries and their best practices are profiled: (1) The Kemtah Group (Albuquerque, New Mexico), which promotes school-to-careers experiences for under-represented populations; (2) The Gallup Organization (Omaha, Nebraska), which is helping students explore and understand the needs and demands of technology-driven workplaces; (3) EDS (Dallas, Texas), which gives students work-based opportunities; (4) Manpower, Inc. (Milwaukee, Wisconsin), which provides training and certification opportunities for students; (5) Intel Corporation (Santa Clara, California), which is working with teachers to make a difference through technology; and (6) Greater Louisville, Inc. (Louisville, Kentucky), which is building coalitions to connect work and learning. The following items are also included: (1) an annotated list of eight organizations and resources; (2) a glossary; and (3) a discussion of steps to build on the National Employer Leadership Council's agenda. (MN)

ED 451 350   CE 081 474

Best Practices in School-to-Careers: The Retail Industry.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 22p.; For other documents in the "Best Practices in School-to-Careers" series, see see CE 081 472-475.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Advisory Committees; Annotated Bibliographies; Career Awareness; Career Development; Career Exploration; Career Ladders; Case Studies; Change Strategies; Cooperative Planning; Curriculum Development; Demonstration Programs; *Education Work Relationship; Educational Change; Educational Cooperation; *Educational Practices; Educational Resources; Employment Qualifications; Entry Workers; Experiential Learning; Glossaries; Information Sources; Internet; Job Skills; Job Training; Labor Needs; Linking Agents; Merchandising; National Organizations; National Standards; Nonprofit Organizations; *Partnerships in Education; *Retailing; Sales Occupations;
IDENTIFIERS- Florida (Jacksonville); Illinois (Chicago); National Employer Leadership Council; New Mexico (Albuquerque); Pennsylvania (Lancaster); Texas (Dallas)

This booklet, which is part of a series demonstrating the scope of employer involvement in school-to-careers, highlights the efforts of three retail employers and two "intermediary" organizations connecting workplace experiences to classroom learning for secondary education students. The introduction presents a series overview and lists the names, locations, and featured practices of the employers and organizations. The next sections examine the retail industry; reasons why school-to-careers is an ideal strategy for addressing retail industry skill needs; sales and service skill standards; and how the employer participation model works with students and teachers. These employers and intermediaries and their best practices are profiled: (1) the READY Program (Chicago, Illinois), which is helping employers provide a spectrum of opportunities for young people; (2) Sears (Albuquerque, New Mexico), which is helping

Apprenticeship in Washington: Effective, Underutilized. Studies in Industry and Employment.
PUB DATE- 98
NOTE- 23p.; Support provided by Association of Washington Business, Northeast King County Tech Prep Consortium, Office of the Superintendent of Public Instruction, State Board for Community and Technical Colleges, Seattle Community College District (Washington State Department of Labor and Industries, Employment Security Department, Labor Council, AFL-CIO, Workforce Training and Education Board and U.S. Department of Labor, Bureau of Apprenticeship and Training and of Labor Statistics.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Apprenticeships; Basic Skills; *Change Strategies; Community Colleges; Comparative Analysis; Cooperative Planning; Delivery Systems; Education Work Relationship; Educational Attitudes; *Educational Change; Educational Needs; Educational Objectives; Educational Policy; Employer Attitudes; Employment Opportunities; Employment Patterns; Enrollment Trends; Government School Relationship; Job Training; Participant Satisfaction; Partnerships in Education; Policy Formation; Postsecondary Education; Private Schools; *Program Effectiveness; Role of Education; Salary Wage Differentials; School Business Relationship; *Statewide Planning; Student Attitudes; Student Job Training Partnership Act 1982; Preapprenticeship Programs; *Washington
IDENTIFIERS- Job Training Partnership Act 1982; Preapprenticeship Programs; *Washington

Washington's apprenticeship program was compared to other programs providing preparation for employment. The following were among the items considered in the comparative analysis: gains in job-specific skill competencies; relationship of training to postprogram employment; participant satisfaction; employer satisfaction; employment opportunities; postprogram earnings; and employer-provided training. The study established that Washington's apprenticeship program was very rigorous, highly structured, and endorsed by Washington's business and labor organizations and school administrators as an effective means of producing well-trained, highly skilled workers for the labor market. However, broad application of apprenticeship appeared to be hindered by several misconceptions about its intended audience, and individual business endorsement of apprenticeship appeared hindered by a lack of consensus on the need for training, the state of the economy, direct costs, political views, and deference toward academic credentials. The following were among specific strategies recommended to improve Washington's apprenticeship system, boost its image, and expand its utilization: (1) increase staff; (2) educate stakeholders to dispel business and public misconceptions about apprenticeship's audience and benefits; (3) develop intertraining, education, and business partnerships; (4) expand the program into high technology, biotechnology, health care, state and local government, and financial services; and (5) document the effectiveness of apprenticeship through quantitative analysis. (MN)

ED 451 368 CE 081 514

Ball, Katrina; Lee, Young-Hyun; Phan, Oanh; Ra, Young-Sun
Adult Retraining and Reskilling in Australia and South Korea.

Characteristics (Human Services); Data Analysis; Data Collection; Economically Disadvantaged; *Employment Potential; *Employment Services; Federal State Relationship; *Job Placement; State Agencies; *State Federal Aid; Unemployment; Welfare Agencies; *Welfare Recipients; Welfare Reform; Welfare Services

IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Temporary Assistance for Needy Families

A study collected information on the participation of Temporary Assistance for Needy Families (TANF) recipients in work and work activities and their characteristics and how they have changed over time. Data were gathered on strategies states use to help hard-to-employ (HTE) TANF recipients get and keep jobs and on challenges states face in planning and implementing strategies for them. Information on TANF recipients' participation and characteristics came from 2 national and 15 non-national surveys. Administrative data on TANF recipients' characteristics and work activities were collected from nine states. Findings indicated that the majority of TANF recipients are not employed and many have characteristics that make it difficult for them to work; states have adjusted their Work First approach to serve HTE recipients; some states use the job market to identify HTE recipients; other strategies targeted to HTE recipients are soft-skills training, expanded case management, specialized training, and work experience programs; few states collect the data they need for planning and monitoring programs for HTE recipients; and states are unclear how to use the flexibility permitted under the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 to prepare HTE recipients for employment. (Appendixes include objectives, scope, and methodology; list of 15 studies providing data on TANF recipients' characteristics; comments from the Department of Health and Human Services; and a 29-item bibliography.) (YLB)

ED 451 385   CE 081 533

Malinen, Anita

Towards the Essence of Adult Experiential Learning: A Reading of the Theories of Knowles, Kolb, Mezirow, Revans and Schon.

PUB DATE- 00

NOTE- 174p.; Published by SoPhi, Department of Social Sciences and Philosophy, University of Jyvaskyla, Finland.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; *Andragogy; Conceptual Tempo; Discourse Analysis; Educational Research; *Experiential Learning; Hermeneutics; *Learning Theories; Outcomes of Education; *Teacher Student Relationship; Teaching Methods; Theory Practice Relationship

IDENTIFIERS- Grounded Theory; Knowles (Malcolm S); Kolb (David A); Mezirow (Jack); Revans (Reg); Schon (Donald A)

This book seeks to locate the essence of adult experiential learning, a central phenomenon in adult education. Chapter 1, The Theme of Adult Experiential Learning in Research, addresses theory building in adult education and developing a deeper understanding of adult experiential learning. Chapter 2, Theoretical Underpinnings and Methodology, describes sources, how to generate the research problems, and these methodological principles: hermeneutical text interpretation and grounded theory method. Chapter 3, Knowledge and Knowing in Theories of Adult Experiential Learning, considers the overall attitudes of

(1) states' progress in implementing TANF; (2) the status of families who have left welfare; (3) the characteristics of adults currently receiving TANF; (4) states' strategies for helping hard-to-employ recipients find jobs; and (5) emerging issues as welfare reform evolves. The analysis established that, as states implemented welfare reform amid strong economic growth, welfare caseloads dropped by 50%. Although most adults in former welfare families were employed at some time after leaving welfare, they were often working at low-wage jobs. States were attempting to help hard-to-employ recipients find jobs through strategies such as improving and expanding case management and providing services targeted toward preparing hard-to-employ individuals for work. Most TANF recipients were not engaged in work activities in part because many have characteristics that make it difficult for them to get and keep jobs. The six states visited by GAO staff have modified their "work first" programs to better serve hard-to-employ clients. It was recommended that states emphasize and enhance their work-based welfare-to-work strategies and foster and facilitate improved management and service delivery approaches. (MN)

ED 451 401 CE 081 566

Sabatini, John P.
Designing Multimedia Learning Systems for Adult Learners: Basic Skills with a Workforce Emphasis. NCAL Working Paper.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Computer Software; Computer Uses in Education; *Educational Technology; Employment Potential; Formative Evaluation; Instructional Materials; Integrated Curriculum; Job Skills; Labor Force Development; *Literacy Education; Mathematics Instruction; *Multimedia Instruction; Postsecondary Education; Program Effectiveness; Program Improvement; Reading Instruction; *Teaching Methods; Theory Practice Relationship; *Workplace Literacy; Writing Instruction

An analysis was conducted of the results of a formative evaluation of the LiteracyLink "Workplace Essential Skills" (WES) learning system conducted in the fall of 1998. (The WES learning system is a multimedia learning system integrating text, sound, graphics, animation, video, and images in a computer system and includes a videotape series, a workbook text, and a Web site. The program addresses basic skills in reading, writing, communication, and mathematics in a workplace context. It also covers issues of job searching, career planning, and workplace orientation. The program is based on adult learning theory.) The analysis was intended to interpret how the formative evaluation's results should be applied in revisions to the design of the WES learning system. Five design issues were discussed and interpreted: (1) redundancy versus reinforcement across media; (2) readability; (3) responses to the videotape, workbook, and online materials as stand-alone products; (4) pedagogical assumptions underlying the writing and media design; and (5) effectiveness of the teacher's guide. Suggestions were made for revisions of the materials in line with adult learning and technological advancements. (Contains 14 references.) (KC)

ED 451 402 CE 081 570

DESCRIPTORS- Academic Persistence; *Apprenticeships; Dropouts; Educational Change; Educational Demand; Educational History; Educational Improvement; Educational Needs; *Educational Objectives; Educational Quality; Educational Research; *Educational Trends; Employment Patterns; *Enrollment Trends; Foreign Countries; Futures (of Society); Labor Market; Labor Needs; Needs Assessment; *Outcomes of Education; School Holding Power; State of the Art Reviews; Student Characteristics; Synthesis; Tables (Data); Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia

Australia's apprenticeship system was examined in 11 individual research projects that focused on various aspects of the system, including the following: milestones in its development; its changing structure; its broadening occupational base and client base; characteristics of apprentices; completion and attrition rates; outcomes from traditional apprenticeships, traineeships, and new apprenticeships; and future directions. The following were among the major findings: (1) program enrollments reached 295,000 in December 2000; (2) the new apprenticeships have moved the system beyond the traditional trades, enabling it to reflect the Australian labor market's structure better than ever before; (3) by opening up to people of all ages, Australia's apprenticeship system has managed to adjust to global changes in the nature of work and rapid aging of the population without reducing opportunities for young people; (4) more than 90% of new apprentices are employed 3 months after completion of their apprenticeship; (5) the long-term labor market prospects of apprentices at the equivalent of certificate III level or higher are second only to university graduates in terms of high rates of employment and the lowest rates of unemployment; and (6) the system could potentially grow to more than 400,000 apprenticeships. (Eighteen tables/figures are included. The bibliography lists 15 references.) (MN)

ED 451 418 CE 081 610

Aiken, Eula
Curriculum and Faculty Development in Community-Based Care: School Nurses and Nurse Educators Collaborate.
PUB DATE- 00
NOTE- 38p.; "A regional project supported with a grant from the Helene Fuld Health Trust, HSBC Bank USA, Trustee, to the Southern Regional Education Board."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; Case Studies; *Community Health Services; Competence; Conferences; Cooperative Planning; *Curriculum Development; Educational Cooperation; Educational Needs; Employment Qualifications; Faculty Development; Graduate Study; Job Skills; Models; Needs Assessment; *Nursing Education; *Partnerships in Education; Postsecondary Education; Professional Continuing Education; Professional Development; Program Development; Regional Planning; Regional Programs; *School Nurses; Workshops
IDENTIFIERS- Consensus; *Nurse Educators; *United States (South)

Six workshops for nurse educators and school nurses were conducted to build consensus between the two groups and thereby enable both groups to work together to improve nursing education programs' ability to prepare graduates for practice as school nurses. Sixty-two school nurses and 69 nurse educators from 14 southern states attended the workshops. The

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Children; Community Support; Emotional Adjustment; Family Relationship; Foreign Countries; Interviews; *Psychological Needs; Resilience (Personality); War
IDENTIFIERS- *Intifada; Palestinians; Traumas

This paper reports on conversations with Palestinian youth to help gain insight into their perceptions of the ongoing events of the Intifada. Through the children's responses the study determined that they search for their national identity throughout the struggles. Many have gotten actively involved, which has added to their confidence. During the Intifada, the children have been able to rely upon their family and community for support. This has created a sense of unity and camaraderie for them. For the majority of the youth interviewed, this form of moral and social support has been effective in their development. For others, problems such as bed-wetting, nightmares, withdrawal, eating disorders, and aggressive behavior have been apparent. The Palestinian children have lost their childhood. They are concerned with the physical and mental well being of their family. The Intifada represents a mechanism for them to seek and secure their identity. For most children, this is a means of empowerment, and they are proud of their involvement. (Contains 26 references.) (JDM)

ED 451 439 CG 030 806

Turner, Tyra N.; Porter, Dion F.; Edwards, Dothel W.; Moore, Corey L.
Passing the Baton: Taking Strides in the Mentoring Process.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; *College Faculty; *College Students; *Helping Relationship; Higher Education; Interprofessional Relationship; *Mentors; *Rehabilitation Counseling; *Teacher Student Relationship

Mentoring novice students and faculty members by experienced members has become a vital component in rehabilitation counseling education. In this paper the mentoring process from a faculty-student and an existing faculty-new faculty viewpoint is considered. First, there is an overview of how mentoring both globally and specifically relates to rehabilitation counseling is provided. Mentoring helps students get off to a good start and is a source of valuable information about the degree process. It helps them keep on track towards graduation and assists them in transitioning to the work world. In the field of rehabilitation counseling, mentoring helps students enhance their writing; researching; and analytic skills, main areas of concern. A formal mentor should also be provided to assist novice faculty entering academic. By providing new faculty with knowledge and support, mentors can help them progress toward tenure. Constructive feedback can give them the information they need to go forward with promotions. Both formal and informal mentoring relationships have distinct purposes and are vital to the facilitation, education, training, and overall growth of new students and faculty entering academia. (JDM)

ED 451 440 CG 030 807

US counseling community about the characteristics and issues common among American TCKs and adult third culture kids (ATCKs) from previous generations. It begins with an explanation of the TCK situation; the history of their experiences; their living conditions; and how their own culture develops. Common TCK themes are identified such as change; relationships; worldviews; cultural identity; as well as basic TCK characteristics and issues. A review of the literature considers possible ATCK counselling needs. ATCKs may feel they do not fit into any one culture. Others express feelings of rootlessness, alienation, and unresolved grief. The need exists for counselors to help both young and older adults understand their experiences of growing up in a different culture. (Contains 25 references.) (JDM)

ED 451 460 CG 030 841

Petri, Cynthia J.; Geiger, Brian F.; Boling, Whitney; Hartline, Anne; Powers, Catherine
Evaluation of the Seniors Offering Support Program of Hoover City Schools.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Community Programs; *Decision Making; Elementary Secondary Education; Family Life; Helping Relationship; *Intergenerational Programs; *Older Adults; Public Education; Resilience (Personality); *Role Models; School Community Relationship; *Tutoring
IDENTIFIERS- Alabama

Efforts of one school system in Alabama to respond to students' self-reports of participation in at-risk behaviors are examined. The Seniors Offering Support (SOS) program was designed to deal with these problems. The program aimed towards fostering student resiliency in an attempt to create healthy decision making. The program attempted to positively affect: (1) transition and mobility issues; (2) academic failure; (3) family management problems; (4) anti-social behavior; and (5) low neighborhood attachment and community disorganization. Seniors were matched with families to provide support; serve as role models; offer advice; and be an active listener. The other component of the program, Seniors as Tutors, offered students grades K through 11 with assistance completing class assignments during school hours at least once per week. Data collected on program participants showed favorable results. It concludes that intergenerational programs in the future should include careful documentation of efforts to recruit and retain students, families, and volunteers; evaluate training materials; administer assessment tools consistently; and report impacts. (Contains 15 references.) (JDM)

ED 451 461 CG 030 842

McCarthy, Christopher J.; Lambert, Richard G.; Seraphine, Anne E.
Relationship of Psychological Coping Resources and Attachment to Negative Emotions Experienced by College Students following Parental Conflict.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English

This study is on the importance of reading in mathematics. The hypothesis is that reading word problems affects the outcome of problem solving. Students, 44 fourth-graders in two different math classes taught by the same teacher, were given computation problems and other students received the same computation problems within a story problem. The results suggest that students can perform about equally well in computation and story problems. Though the computational sample appears to have an easier task, the mean differences between the sample results were not significant. (Contains 19 references and a table of data. Appendixes contain a figure of data, a letter to parents, and nine sets of mathematical story problems.) (Author/RS)

ED 451 482 CS 014 324

Frank, Cheryl
The Influence of Parent Awareness of Successful Reading Strategies and the Impact on Children's Reading Behavior and Attitude.
PUB DATE- 01
NOTE- 45p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 1; Parent Education; *Parent Participation; *Parent Workshops; Primary Education; Program Effectiveness; *Reading Attitudes; Reading Research; *Reading Strategies
IDENTIFIERS- *Reading Behavior

The purpose of this study was to determine if a parent workshop on reading strategies would increase students' use of reading strategies and improve both parent's and child's attitudes toward reading at home. Fourteen parents from an affluent suburban first grade attended. The parents represented students from below average to above average reading ability. The parents answered a questionnaire before and three weeks after the one-hour reading strategies workshop. Raw data was converted to means and standard deviation and analyzed using t tests. The difference between the means was statistically not significant. Parents did report many more strategies than were previously known. (Contains 22 references and 4 tables of data. Appendixes contain a letter to parents, the parent survey, and 10 handouts given at the workshop.) (Author/RS)

ED 451 483 CS 014 325

Campbell, Robin
Read-Alouds with Young Children.
PUB DATE- 01
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Childrens Literature; Class Activities; Elementary Education; Learning Activities; *Literacy; *Reading Aloud to Others; *Reading Strategies; Young Children

Regardless of a child's experience with or exposure to books when he or she enters elementary school, teachers can greatly extend a child's literacy development through interactive classroom read-alouds. Reading a story aloud presents endless

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Authors; *Childrens Literature; Elementary Secondary Education; Professional Recognition; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- *Caldecott Award; Illustrators; *Newbery Award

This book offers assistance to those wishing to introduce children to the best literature, for it highlights memorable works and their creators and, as an added bonus, provides glimpses into the history and eponymous figures behind the Newbery and Caldecott Awards. The book uses a calendar arrangement of more than 1,000 "fun facts" as it provides easy-reach footholds for starting literacy research. The trivia facts are arranged chronologically in the book--whenever possible, specific facts correspond with the subject's birthday, book publication date, or other pertinent date. Additional facts are scattered throughout the book. An indispensable tool, the book offers the background information and colorful details that encourage not only reading, but reading the best books available. Appended are lists of the Newbery and Caldecott winners. (Also contains an extensive reference list, a name index, and a title index.) (NKA)

ED 451 503 CS 217 319

Fountas, Irene C.; Pinnell, Gay Su
Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy.
PUB DATE- 01
NOTE- 648p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Independent Reading; Literature Appreciation; *Reading Comprehension; *Reading Instruction; *Reading Writing Relationship; Word Recognition; *Writing Instruction
IDENTIFIERS- *Guided Reading Procedure

Exploring all the essential components of a quality upper elementary literacy program, this book is a resource for fostering success that will enable students to enjoy a future filled with literacy journeys. Sections of the book address: special help for struggling readers and writers; a basic structure of the literacy program within a framework that encompasses the building of community; independent reading; guided reading; literature study; teaching for comprehension and word analysis; and the reading and writing connection. Chapters in the book are: (1) Becoming Lifelong Readers and Writers: The Goal of the Intermediate Literacy Program; (2) Achieving Literacy with a Three-Block Framework: Language and Word Study, Reading, and Writing; (3) Investigating and Using Language: The Language and Word Study Block; (4) Becoming Joyful Readers: The Reading Workshop; (5) Developing Accomplished Writers: The Writing Workshop; (6) Making It Work: Organizing and Managing Time, Space, and Resources; (7) Encouraging Independent Reading; (8) Planning Effective Mini lessons and Conferences; (9) Getting Started: The First Twenty Days of Independent Reading; (10) Writing to Explore Meaning: Response Journals; (11) Understanding Guided Reading; (12) Planning for Guided Reading; (13) Dynamic Grouping for Effective Teaching in Guided Reading; (14) Selecting, Introducing, and Using Leveled Texts; (15) Discovering book and used by the author in the classroom is process based. In addition to strategies for writing about reading, creating a learning center, and writing in multiple genres, the book discusses activities to promote discussion, stimulate debate, and rethink first thoughts. To help teachers get started, the book includes handouts for a number of these strategies, including those for four corner debates, writing poems for two voices, and working in literature circles. Chapters in the book are: (1) From Comfort Zone to Contact Zone; (2) Challenging Assumptions/Shaping Identity; (3) Prejudice--A Case Study; (4) Cultural Representation; (5) Silence and Sexism; (6) War and Voice--Speaking Up; (7) Sex and Sexuality; (8) Censorship and Faith; and (9) Contact and Context. Contains approximately 130 references. (NKA)

ED 451 525 CS 217 492

Griffin, Susan
Resisting Vocationalism in the Pre-Professional Writing Course.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Curriculum Development; Higher Education; *Liberal Arts; *Professional Education; *Writing Instruction
IDENTIFIERS- *Utilitarianism; *Vocationalism

This paper discusses vocationalism versus a utilitarian view of the university in the context of funding and inclusion of pre-professional writing courses in a liberal arts education. It begins by describing a situation in which pre-professional writing courses for medicine, law, and business might be eliminated, based on their vocational specialization and their cost. It then reviews the goals of a liberal arts education: teaching students to think and reason; to compare, discriminate, and analyze; to refine taste; and to sharpen mental vision. The paper continues by applying these goals through each of the three writing courses. It concludes that the entire university curriculum can be seen as vocational, in that the university is a profitable degree-selling business, and that the professional writing course is in fact both useful and enlightening and thus a true liberal art. (EF)

ED 451 526 CS 217 493

Pace, Tom
Composing and Community: The Teaching of Style as a Tool of Critical Pedagogy.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Language Usage; *Rhetoric; Rhetorical Theory; *Writing Instruction; *Writing Skills

that gradually teaches students that there are many consistent principles they can use in their writing. The focus for Level 3 is on spelling patterns and word structure. (CR)

ED 451 547 CS 217 630

Wright, Reid
Spelling for Writing: Student Activity Book. Level 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 118p.; For the Level 3 Guidebook for Parents and Teachers, see CS 217 629. For Levels 1-5, see CS 217 625-632.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Grammar; Primary Education; *Spelling; *Spelling Instruction; Word Study Skills; Workbooks; Writing Improvement; Writing Skills

This Student Activity Book is designed to be used with the "Guidebook for Parents and Teachers" of the same series. The Level 3 activity book consists of worksheets intended to help children discover and practice the most important patterns and principles that govern English spelling and writing. It includes short and long vowels, punctuation, various consonants and consonant blends, syllables, homophones, dictionary skills, diphthongs, common suffixes, common content area words, simple grammar, writing paragraphs, and words often misspelled. The activity book is divided into 30 sections, each consisting of a week's worth of activities. (SR)

ED 451 548 CS 217 631

Wright, Reid
Spelling for Writing: Student Activity Book. Level 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 129p.; For Levels 1-5, see CS 217 625-632.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Active Learning; Independent Study; Learning Activities; *Spelling; *Spelling Instruction; *Writing Improvement; *Writing Skills
IDENTIFIERS- Message Transmission; Spelling Errors; *Spelling Patterns

The activity book is designed to help children learn that writing messages and stories will help them see the value of learning to spell. The activity book's program is based on the ideas that accurate spelling contributes to the clarity of written messages; spelling accuracy shows attention to detail, sending a positive message to teachers and employers; and spelling becomes one part of learning to write real-life messages: directions, letters, invitations, and reports. It aims to help children learn to identify common, logical spelling patterns; graduate quickly to more complex words; and become a confident, independent speller and writer. The spelling program is contribute to a session's failure. Finally, the paper discusses the implications this research has for tutor training. (NKA)

ED 451 570 CS 510 540

Scurrah, William L.
Plagiarism, Enclosure, and the Commons of the Mind.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Copyrights; Electronic Publishing; Higher Education; *Intellectual Property; *Internet; *Plagiarism; Teacher Expectations of Students

When discussing plagiarism and cheating these days, college faculty seem to find themselves using the rhetoric of crime and punishment ("It's easier to steal from the Internet") on their students rather than a rhetoric more attuned to their actual mission. A short overview in this paper of the history of plagiarism and the development of the concept of intellectual "property rights" is given to help address the problem. The paper begins by drawing a parallel between the historical process of land enclosure that occurred in England from the 15th to the 19th centuries to the development and spread of print and suggests, thereby, that both expressed new concepts of economics and of the self. Correlate developments in private land ownership, copyright, and the rise of the author, along with the concept of plagiarism, reveal that commodification (the idea that everything can be sold on an open market) is the ideology that unites these apparently disparate developments and affects the way that what is done in the classroom is conceptualized, what is expected from students, and what they produce in response to educators' expectations. Educators need to recognize that although the law has been slow to accommodate itself to the Internet, it is going to eventually, and electronic publishing is going to be as protected by copyright as books. They also need to teach skepticism and place their teaching on plagiarism in a broader context of critical thinking theory and skills. Contains a 22-item bibliography. (NKA)

ED 451 571 CS 510 541

Holliway, David; Karovsky, Penelope
Media Literacy as Discourse.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (82nd, Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Grade 7; Grade 8; *Instructional Effectiveness; Junior High Schools; *Mass Media Effects; *Mass Media Role; Media Research; Pilot Projects; Teacher Role
IDENTIFIERS- *Media Literacy

The "Early Childhood/Teen Communications Project" conducted a pilot investigation of two grade 7-8 combination classes at a K-more prevalent for West German students than for East German students; that is, students who attended classes where class-average math achievement was higher led to lower math self-concepts. But the difference was smaller by the middle of the year and had disappeared by the end of the first school year after reunification. However, East German students had significantly lower academic self-concepts than did their West German counterparts. The results demonstrate how systemwide educational policies can affect the academic self-concepts of individual students. (Contains 22 references.) (RJM)

ED 451 590 EA 030 907

Fitz, John; Lee, John
Standards Driven Reform: Inspection as a Strategy for School Improvement.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accountability; Educational Change; Educational Environment; Educational Improvement; Elementary Secondary Education; Government School Relationship; School Culture; *School Effectiveness
IDENTIFIERS- England; *Inspectors; Wales

This paper examines the work of the education inspectorates in England and Wales. It specifically addresses the inspectorates' articulation in the Labour Party's general policy shift toward standards-driven reform. The text states that the school inspectorates have been cast as uniquely powerful regulatory agencies within the public sector and are involved in the fundamental reshaping of state education, particularly in the realm of increased centralization and privatization. It describes inspection as a mode of governance. Although initially created as a form of accountability, inspection serves the additional purpose of securing homogeneity in the curriculum, in pedagogy, and in assessment. The paper outlines the costs involved in inspection and discusses how inspection knowledge has enabled the targeting of resources. Further, in terms of school effectiveness, research suggests that external pressure is needed if schools are to change their organizational features and practices. However, there are questions about the extent to which these inspections are counter productive when one considers the stress that it places on individuals and organizations and how such inspections might limit innovation, constrain pedagogical strategies, and affect schools adversely where professional autonomy is a part of the school-improvement strategy. (RJM)

ED 451 591 EA 030 908

Weindling, Dick
Stages of Headship: A Longitudinal Study of the Principalship.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

October 12-14, 2000).
PUB DATE- 00
NOTE- 624p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advocacy; Compliance (Legal); *Court Litigation; Educational Administration; Elementary Secondary Education; Lawyers; Legal Aid; Legal Responsibility; *School Law; State of the Art Reviews; Student Rights

This publication contains material from a 2-day seminar sponsored by the National School Boards Association's Council of School Attorneys. The notebook includes papers prepared by the seminar faculty, court documents, and other information related to the following topics: student threats; current issues of students with disabilities; the Family Educational Rights and Privacy Act, accompanied by details on frequently asked questions and special-education issues; e-mail and access to public meetings and records; prayer in the schools; the Equal Access Act and related issues; legal considerations for measures to promote school safety, with highlights on school searches, dress codes, discipline, zero tolerance, discrimination, and security; hiring and retaining superintendents and dealing with search firms, letters of intent, and incentive agreements; practice tips for defending against temporary restraining orders and preliminary injunctions, with suggestions for necessary pleadings, petitions for injunctive relief, and memoranda to vacate restraining orders in opposition; high-stakes testing; disciplining school-district employees for off-campus actions; fundraising, vending agreements, and advertising; race as a factor in student assignments, including briefs on voluntary desegregation and excerpts from recent cases; Cincinnati's alternative dispute-resolution process; and do-not-resuscitate orders and other issues related to medically fragile students. (RJM)

ED 451 612 EA 030 957

Pae, Holly
School Reform: Effects of Site-Based Management Reform Practices on Restructuring Schools To Facilitate Inclusion.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; *Decision Making; Educational Administration; *Educational Change; Elementary Secondary Education; *Participative Decision Making; *Professional Autonomy; School District Autonomy; *School Restructuring; Teacher Influence
IDENTIFIERS- *West Virginia

This report examines West Virginia's education-reform efforts. It focuses on the relationship between a school's level of inclusion and the participatory characteristics of the faculty senate's site-based management. Based on four case studies, the report asks whether the fundamental principles implied by West Virginia's effort to shift to site-based management and the charging of faculty senates to develop school models to support

IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This brief paper summarizes information concerning use of the traumatic brain injury (TBI) disability classification by states and the nature of state-level activities related to the education of children and youth with TBI. It notes addition of the TBI disability category to the Individuals with Disabilities Education Act in 1990 and provides the federal definition of TBI. A report on a survey of state education agencies (SEAs) covers use of the TBI category and the federal definition of TBI, the TBI contact person at the SEA, federally funded TBI projects, community and interagency initiatives concerned with TBI, and professional development related to TBI. A summary notes that 49 of the 53 responding SEAs use the TBI category and all but 15 use the federal definition. At least 34 of the SEAs have a TBI contact person at the SEA. An array of federally funded projects and interagency initiatives are in place across the country targeting children and youth, birth to 21, who have sustained a TBI. Although teacher endorsement or certification in TBI is very rare, 10 states have pre-service courses and at least 36 have in-service professional development programs, many of which are interagency collaborations. A table details survey responses by state. (DB)

ED 451 634 EC 308 316

Thurlow, Martha L.; McGrew, Kevin S.; Tindal, Gerald; Thompson, Sandra J.; Ysseldyke, James E.; Elliott, Judy L.

Assessment Accommodations Research: Considerations for Design and Analysis. Technical Report 26.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 00

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Disabilities; *Educational Assessment; Elementary Secondary Education; *Inclusive Schools; *Research Design; Research Methodology; *Research Needs; School Districts; Scores; State Programs; Test Validity

IDENTIFIERS- *Testing Accommodations (Disabilities)

This monograph reviews issues in research on the effects of using accommodations for students with disabilities who are included in educational assessments, particularly state and district assessments. Following an introductory overview, a section provides background on the need for good research on accommodations. The paper then defines commonly used terms and considers the purpose of assessment accommodations. Identification of issues in accommodations research considers comparability of scales administered under standard and nonstandard conditions, comparability of scores, and determination of cutoff scores. The paper explains three general analytic strategies in the context of accommodations research: item response theory, factor analysis, and criterion related analyses. Also considered are group research design considerations such as sampling and sample size. A major section explains four research designs in order from the most optimal to the least optimal. Other research designs considered include single subject, withdrawal-reversal, multiple baseline, multiple probe, changing criterion, and comparative designs. The paper concludes with four recommendations to researchers: (1) focus on the accommodation/s of most interest; (2) focus on those students who comprise the largest part of the population

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Diffusion (Communication); *Disabilities; Federal Programs; Grants; *Information Dissemination; Information Policy; *Information Utilization; *Planning; Policy Formation; Program Development; Research and Development; Theory Practice Relationship

This booklet offers guidelines for the development of dissemination strategies, especially those concerned with research and programs. Individual sections address: the importance of including sound dissemination plans in grant proposals, factors found to be closely related to information utilization in the dissemination process, a philosophical framework of dissemination and utilization, development of an organizational dissemination policy, ten elements of an effective dissemination plan (such as goals, objectives, user identification, content, medium, evaluation, and identification of barriers), dissemination planning through answering questions keyed to the ten elements, development of a dissemination strategy, timing of dissemination planning, training events and product development, and dissemination assistance and resources. (Web sites offering related reading are listed.) (DB)

ED 451 654 EC 308 337

Success Stories 2000. The Success Stories Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Children; *Disabilities; *Electronic Mail; *Information Dissemination; *Information Services; *Internet; Program Design; Research Projects; *World Wide Web
IDENTIFIERS- *National Institute on Disability Rehab Research

The booklet is the first issue of a series that will highlight a variety of successes realized by the National Institute on Disability and Rehabilitation Research (NIDRR) grantees in their dissemination and utilization efforts. This issue focuses upon the status of World Wide Web (WWW) usage among NIDRR grantees. Information is provided on the profile of overall NIDRR grantee use of the Internet, grantees with Web sites by project category or type, grantees with Web sites by research priority or activity, and Web site accessibility by research area priority, by related activity, and in other project categories. Charts are included that indicate grantee Web site characteristics for: (1) employment outcomes research projects, (2) health and function research projects, (3) technology for access and function research projects, (4) independent living and community integration research projects, (5) associated disability research areas, (6) knowledge dissemination and utilization activities, (7) capacity building for rehabilitation research training activities, (8) ADA technical assistance projects, (9) state technology assistance projects, (10) rehabilitation research and training centers, and (11) rehabilitation engineering research centers. The booklet closes were collected in a primary education classroom in Queensland, Australia. Initially the teacher was interviewed on teaching practices, the literacy curriculum, and the students in her class. Videotapes of literacy lessons were taken regularly throughout the year. Additionally, the teacher was interviewed while watching a videotaped lesson to explain the reasons for her practices and her interpretations of students' behavior. Analyses explored the ways in which classroom practice structured who was identified as having learning disabilities and why this decision was made. Pedagogical practices affected what and how students learned about literacy and shaped teacher opportunities to observe student understanding about literacy. Question-answer sequences were one of the primary sources of information the teacher had about students' literacy knowledge. The other source of information was a seatwork activity which followed the dialogue segment of the lesson. The components of the lesson were the main basis on which the teacher made judgments about who had learning disabilities, indicating the fundamental role pedagogy played in learning disabilities identification. (Contains 19 references.) (CR)

ED 451 673 EC 308 359

Creating Systems Change To Improve Services to Young Children with Disabilities: An Outreach Training Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 56p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Models; *Outreach Programs; *Professional Development; *Program Design; Program Evaluation; Technical Assistance; *Training Methods

This final report discusses the activities and outcomes of a multi-site, multi-state outreach training project that used information generated from a proven model of exemplary practices previously funded by an early childhood education model demonstration program. The outreach training and technical assistance was developed in conjunction with early intervention/early childhood special education coordinators to ensure that regional and state needs were addressed and met. When possible, family members were also involved in the development of needs statements that guided and directed the outreach training and technical assistance that was provided. The seven training sites (Oregon, Louisiana, Washington, Pennsylvania, Indiana, Nevada, and Alaska) were able to choose from a menu of topics (e.g., curriculum-based assessment, development of functional Individualized Family Service Plans, involvement of families in assessment, naturalistic approaches to early intervention) and how they would like the training delivered. Participant sites were encouraged to adopt a "train-the-trainer" approach and were asked to send a representative to the initial training who could provide training to personnel located at individual sites. Evaluation data indicated most participants found the information presented useful to them and felt ready to use the information. The report describes the conceptual framework of the project, training activities, and evaluation measures and findings. (Contains 13 references.) (CR)

ED 451 674 EC 308 360

for protecting nonstructural elements from earthquake-induced damage. Appendices include a vendors list, a draft list of district manager access to database tables, and an examination of the Seattle Project Impact Pilot Test of the Seattle Public Schools Nonstructural Protection Program. (Contains 10 references.) (GR)

ED 451 695   EF 005 930

Ellis, Richard E.; Kerns, James T.; Currie, Michael
Health and Safety Guide for K-12 Schools in Washington.
PUB DATE- 00
NOTE- 85p.; Prepared in accordance with Washington State Board of Health rules (WAC-246-366-140).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Guidelines; Public Schools; *School Safety
IDENTIFIERS- *Health Hazards; *Health Standards; Washington

This guide, which can be used as a school self-inspection tool, is designed to help Washington's K-12 public schools prevent and reduce injuries and illnesses by focusing on good health and safety practices. The guide also focuses on practices that can be undertaken during the design, construction, renovation, operation, maintenance, or inspection of any school. The main portion of the guide can be used for report documentation, tracking work orders, and creating customized checklists for different users. Safety topics and guidelines include those for plumbing, water supply, and fixtures; sewage disposal; heating and ventilation; temperature and sound control; lighting; food handling; general safety; laboratories and science classrooms; vocational instruction; blood borne pathogens; animals in classrooms; disaster preparedness; and indoor air quality. Appendices provide inspection protocols, agency roles and responsibilities, restricted chemicals in laboratories, inspection protocols, special considerations for art classrooms, references, websites, and related documents. (GR)

ED 451 696   EF 005 935

Modernizing Schools: Technology & Buildings for a New Century. Satellite Town Meeting #72 (September 19, 2000). Videotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Modernization; Public Schools
IDENTIFIERS- *Technology Implementation; *Town Meetings

This 60-minute videotape presents an interactive teleconference where national experts, local educators, and community leaders share ideas on how to improve schools and reach the National Education Goals. The Satellite Town Meeting focuses on modernizing schools with technology and buildings for a new century and offers an opportunity for networking those who share a commitment to building community partnerships and a common vision of educational excellence for all children. Both English and Spanish versions are available. (GR)

NOTE- 159p.; Number 2 of Volume 21 was not issued in 1999.
LANGUAGE- Japanese; English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Class Activities; *Communicative Competence (Languages); *Computer Uses in Education; Discourse Analysis; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; *Pragmatics; Professional Development; Second Language Instruction; Second Language Learning; Self Evaluation (Individuals); *Student Adjustment; Student Evaluation; *Student Placement; Teaching Methods; World Wide Web
IDENTIFIERS- Japan

This journal (usually published twice a year) is a publication of the Japan Association for Language Teaching (JALT), a nonprofit professional organization of language teachers dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. Each issue includes several sections and departments: feature articles, point to point articles where the major issues of the field are debated, research forum, perspectives, book reviews, and JALT journal information. Topics highlighted in this volume include the following: placement testing, measuring pragmatic competence, massive input, influences on intercultural adjustment, learner self assessment, LANs (local area network computers) and discourse quality, grades and self-efficacy, and effects of entrance examinations. (KFT)

ED 451 719 FL 026 658

Fotos, Sandra, Ed.
JALT Journal, 2000.
PUB DATE- 00
NOTE- 380p.; Published semi-annually.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Advertising; Class Activities; *Classroom Techniques; *Computer Uses in Education; Elementary Secondary Education; English for Academic Purposes; *English (Second Language); Foreign Countries; Higher Education; *Instructional Materials; Professional Development; Second Language Instruction; Second Language Learning; Student Evaluation; Student Placement; *Teacher Education; World Wide Web
IDENTIFIERS- Authentic Materials; *Japan

This journal (published twice a year) is a publication of the Japan Association for Language Teaching (JALT), a nonprofit professional organization of language teachers dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. Each issue includes several sections and departments: feature articles, research forum, perspectives, book reviews, and JALT journal information. Topics highlighted in this volume include the following: English language pedagogy, materials analysis and development, and teacher training needs and issues in Japan, the selection criteria of Japanese university students and teachers, the impact of the cultural concept of "hito," helping Japanese high school students understand patterns in English academic writing, learner perceptions of EFL activities, the

E-mail and Face-to-Face Studies.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Computers and Learning 2001 (CAL 2001) Conference (Warwick, England, April 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Educational Technology; *Electronic Mail; Foreign Countries; Higher Education; *Persuasive Discourse; *Student Attitudes; *Teaching Methods
IDENTIFIERS- Finland

A teaching experiment in Finland was designed to clarify ways to teach argumentation in Finnish higher education and how to motivate students to participate in critical content-area discussions. Finnish students traditionally hesitate to criticize each other's opinions or those of the teacher. The experimental teaching method gave them the opportunity to practice their skills at argument through e-mail and face-to-face discussions. Participants were 46 students of education in the later stages of their academic studies. Discussions in the face-to-face groups were directed by teachers. The discussions in the e-mail groups were textual and were not real-time in nature. Free debate and role play were used in organizing both types of discussions. Comparing the two approaches showed that the e-mail discussions included more grounded disagreements, more elaborative agreements, and more elaborative neutrality than the face-to-face discussions. These findings illustrate the usefulness of e-mail when practicing sophisticated argumentation and discussion. (Contains 31 references.) (SLD)

ED 451 742 HE 033 865

Hardy, James C.
Compensation for Overloads and Summer Employment: A Survey of Current Practice in Texas.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Texas Association for Institutional Research (23rd, February 14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Compensation (Remuneration); Educational Finance; Higher Education; Private Colleges; Public Colleges; Summer Schools; Surveys; *Teacher Salaries
IDENTIFIERS- *Texas

A survey was sent to 58 chief academic officers to gain information about compensation for instructional overloads and summer employment at public and private Texas colleges and universities. Responses were received from 42 institutions. Only two indicated that their institutions did not have a uniform policy guiding summer compensation amounts. The senior-level institutions favored compensating summer instructional duties by using a formula based on a percentage of the faculty member's 9-month salary, with the percentage for the 9 senior public institutions varying from 8.3% per 3-hour course to 11.1%. Policies at the 13 private senior-level institutions were less homogeneous, and the compensation was more likely to be a specified amount regardless of the 9-month salary. The junior and community colleges compensated through stipends. These institutions generally based compensation on course size

ED 451 763 HE 033 891

A Documentary Analysis of Nursing Degree Curricula. Research Highlights 38.
PUB DATE- 99
NOTE- 6p.; For a more detailed report on the same study, see HE 033 890.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Content; Criteria; *Curriculum; *Degrees (Academic); Foreign Countries; *Graduate Study; Higher Education; Nursing; *Nursing Education; *Outcomes of Education; Program Descriptions
IDENTIFIERS- *England

This 12-month study was undertaken by a research team that aimed to compare the learning outcomes and content of pre- and post-registration nursing degrees. Curriculum documents from 50 pre- and post-registration degree programs from 32 institutions were catalogued and coded for descriptive characteristics. A subset of 15 documents representing the entire sample was analyzed in depth. This report outlines the context in which the study was undertaken and presents summaries of the descriptive and categorical data and the findings of the in-depth analysis. The major implications of these findings are summarized. (Author/SLD)

ED 451 764 HE 033 892

Farquhar, Robin H.
Towards a Strategy of Teaching Improvement in Universities.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Salzburg Seminar's Universities Project Symposium on "The Development of the Regional Role and Contribution of Russian Universities in the Context of the Globalization of Higher Education (Salzburg, Austria, April 4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Role; *Educational Improvement; Foreign Countries; *Higher Education; *Instructional Effectiveness; Research; *Teaching Methods
IDENTIFIERS- Canada; Russia

This essay considers strategies for the improvement of teaching in higher education, paying particular attention to the Canadian context for examples of practices that might be adapted to the Russian situation. The research functions of universities have come to dominate the basic value system guiding their operation, and the teaching and service functions have been accorded secondary status. This imbalance has been recognized as distorted, and some efforts have been made to redistribute the emphasis so that teaching is being viewed as of more importance. There are many barriers to improving teaching, the glorification of research intensiveness being the most important. Another factor is that typically there is no requirement for university teachers to undergo pedagogical training. The difficulty of assessing teaching effectiveness and the traditional neglect of the instructional role of professors are all barriers to the improvement of teaching.

Gaylord, Thomas; Bezilla, Dolores; Maffei, Diane; Miller, Betty; Milligan, George; Rogers, Greg; Sponseller, Eric; Stratton, Richard
The University of Akron Fact Book, 2001.
PUB DATE- 01
NOTE- 341p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Faculty; *Enrollment; *Higher Education; *Institutional Characteristics; Professional Education; Program Descriptions; *Student Characteristics
IDENTIFIERS- *University of Akron OH

This Fact Book provides reliable and comprehensive information about the University of Akron, Ohio. It is intended to be a convenient internal reference for answering some of the most frequently asked questions about the institution. With an enrollment of more than 22,000 students, the University of Akron is one of the 75 largest public universities in the United States, More than 715 full-time faculty members teach students from 41 states and 83 countries. The institution offers more than 300 undergraduate, master's, doctoral, and law degree programs. Information about the university is presented in these sections: (1) "General and Historical Information"; (2) "Academic & Assessment Information"; (3) "Student Information"; (4) "Faculty & Staff Information"; (5) "Budget & Finance Information"; (6) "Research & Public Service Information"; and (7) "Facilities Information." (Contains 76 tables and 153 figures.) (SLD)

ED 451 785 HE 033 913

Nedwek, Brian P., Ed.
Doing Academic Planning: Effective Tools for Decision Making.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Planning; *Educational Change; Educational Technology; *Futures (of Society); Higher Education
IDENTIFIERS- *Learner Centered Instruction

This sourcebook was designed to provide academic planners with the tools to perform core functions and activities that facilitate the transformation of higher education institutions from provider-centered cultures and organizations to learner-centered franchises. The readings examine partnerships and alliances needed for higher education to survive the passage into the information age. The book, which is organized around eight core topical areas, contains these chapters: (1) "Policy Analysis: Scouting for the Academic Wagon Train" (Marie E. Zeglen); (2) "Approaches to Environmental Scanning" (Thomas V. Mecca); (3) "Planning an Academic Program Review" (Gertrude M. Eaton and Helen F. Giles-Gee); (4) "Alternative Delivery Strategies, Partnerships, and Articulation Agreements: New Recipes for Favorite Dishes" (Kathleen A. Corak and James L. Croonquist); (5) "Recruitment/Retention Analysis Tools" (Michael F. Middaugh and Dale W. Trusheim); (6) "Financial Aid and Strategic Planning" (Dale W. Trusheim and Michael F. Middaugh); (7) "Human Resources Planning" (Carol Everly Floyd); (8) "Institutional Informational Technology Resource Assessment" (Linda Fleit); (9) "Planning for Information Technology" (Susy S. Chan); (10) "Student Development: An

Alberta Learning, University Research and Strategic Investment Branch.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Educational Innovation; Educational Trends; *Financial Support; Higher Education; Research; *Research Universities
IDENTIFIERS- *Alberta

University research is a vital part of Alberta's innovation system. This report presents some facts about university research in Alberta. During fiscal year 1998-1999, approximately $230.9 million (Canadian) in direct external funding was received by Alberta's four universities (University of Alberta, University of Calgary, University of Lethbridge, and Athabasca University) in support of research, an 18.8% increase from 1997-1998. Total sponsored research funding from all sources to Alberta's university system has been growing by about 9.1% per year for the last 5 years. Increases were substantial for the University of Alberta and the University of Calgary; there were fluctuations in the level of government funding for the University of Lethbridge and Athabasca University. Research funding from industry and nonprofit sectors has also increased, an indicator of the relevance and importance of the universities' research effort to the community and business sectors. At three universities, the largest proportion of research funding was in medicine and the sciences, but at Athabasca University, the majority of sponsored research revenue was for the Faculty of Arts. Details are provided for two funding envelope programs in Alberta, the Intellectual Infrastructure Partnership Program and the Research Excellence Envelope, and some information is given about research revenue from investment earnings, networks of Centres of Excellence, and clinical trials. (SLD)

ED 451 805 HE 033 935

Sanderson, Allen R.; Dugoni, Bernard; Hoffer, Thomas; Selfa, Lance
Doctorate Recipients from United States Universities: Summary Report, 1998. Survey of Earned Doctorates.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Department of Education, Washington, DC.; Department of Agriculture, Washington, DC.; National Science Foundation, Arlington, VA.; National Institutes of Health (DHEW), Bethesda, MD.
PUB DATE- 99
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Degrees; Educational Trends; Ethnicity; *Graduate Students; Graduate Study; Higher Education; *Racial Differences; Tables (Data); Trend Analysis

This report presents data about recipients of research doctorates awarded by U.S. universities from July 1, 1997 through June 30, 1998. The information is taken from the 1998 Survey of Earned Doctorates, an annual census of new research doctorate recipients. During 1998, 387 universities in the United States conferred 42,683 doctorates, slightly more (0.3%) than in 1997, marking the 13th straight year of increase in doctorates awarded. U.S. citizens earned 27,532 of the 1998 research

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Students; *Developmental Programs; Higher Education; *Mathematics Anxiety; *Sex Differences

The performance of 244 (111 male and 133 female) developmental college students was studied in relation to their perceived levels of mathematics anxiety (123 low and 121 high). The Mathematics Anxiety-Apprehension Survey (MAAS) (T. Ikegulu, 1998) was administered to students in four classes from two institutions. The product limit estimator (Kaplan and Miere, 1951) was used to estimate the persistence distributions for the sample. Low mathematics anxiety was consistently related to higher academic performance and the likelihood of persisting. Only gender was a significant factor in students' academic performance. Females were not significantly different in their likelihood of persisting than males. None of the interaction, mathematics anxiety-apprehension, and first-generation (in college) status were statistically significantly related. Implications for developmental instruction of these correlates of mathematics anxiety and apprehension are discussed. The MAAS survey is attached. (Contains 2 tables and 57 references.) (SLD)

ED 451 825 HE 033 955

Lee, Jenny J.
Changing Worlds, Changing Selves: The Experience of the Religious Self among Catholic Collegians.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholics; *College Students; Higher Education; *Identification (Psychology); *Individual Development; *Religion; *Student Attitudes; Values

This study considers student development, focusing on religious change, from social psychological perspectives. The interplay between views of the college environment and the religious self was examined as a way to understand the internal processes of four undergraduate students who underwent a religious change from the Catholic faith. The methodological approach was qualitative. Narrative inquiry uncovered the individuals' inner processes and perceptions of their environment and themselves. Interview analysis showed that students' social and academic communities largely affected their religious identities. Both aspects of the college environment contributed to a more independent self that sometimes incorporated prior Catholic beliefs. (Contains 53 references.) (SLD)

ED 451 826 HE 033 956

Johnson, Minnie M., Comp.
A Bibliography of Research Completed at South Carolina State University, 1950 through 2000: Dissertations, Theses, Problems in Lieu of Theses, and Projects.
PUB DATE- 01
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Doctoral Dissertations; *Graduate Students; Graduate Study; Higher Education; *Masters Theses; *Practicum Papers; Research; *Research Reports

experiences with standards-based reform initiatives at the state and national levels. The following seven articles are included: "What Makes a Good Teacher?" (Marie F. Hassett); "Successful Supervision: Three Perspectives" (Caroline Gear, Rebecca Shiffron, and Steve Kurtz); "A Curriculum Project" (Sherry Spaulding); "A Performance Framework for Teaching and Learning with the Equipped for the Future (EFF) Content Standards" (Peggy McGuire); "Connecting the ESOL (English as a Second Language) Framework to Actual Practice" (Roseann Ritter); "Learning from Experience: To TABE (Test of Adult Basic Education) or Not to TABE One Agency's Options" (Bernie Driscoll); and "Learning and Change: A Phase Two North Carolina ESOL Framework Inquiry Project" (Beth Brockman). (KC)

ED 451 333 CE 081 309

Dunbar, Keith; Faris, Ron
Towards a Learning Nation: A View of Reform of U.K. Education and Training. A Report of a Study-Visit to the U.K., September 12-28, 1997.
SPONS. AGENCY- British Council, London (England).
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Agency Role; Apprenticeships; Articulation (Education); Case Studies; Computer Networks; Developed Nations; *Economic Progress; *Educational Change; Educational Technology; Federal Government; Foreign Countries; *Government Role; Higher Education; Information Networks; Job Training; *Lifelong Learning; Nongovernmental Organizations; Policy Formation; Postsecondary Education; Private Sector; Quality Control; *Transfer of Training
IDENTIFIERS- Canada; *United Kingdom

This report briefly describes and analyzes three interrelated areas of reform of post-school education and training in the United Kingdom (chiefly England and Scotland) within the wider historic and political-cultural context. These areas are the subjects of the first three report sections. Section 1 addresses the lifelong learning initiatives of the United Kingdom Government, the Campaign for Learning of the private sector, and Nongovernmental Organizations alliance. Focus of Section 2 is on the reforms in both higher and further education sectors from the perspectives of policy development, quality assurance, and enabling greater coherence. Section 3 contains a cluster of four case studies that illustrate the scope of reform in such disparate fields as further education, application of learning technologies, modern apprenticeship, and a University for Industry. Several common themes run through the cases: concern for enabling greater recognition and transferability of learning; ensuring wider access to learning; and strengthening the economic fabric of the nation. Section 4 has summary observations pertaining to the lesser priority Canada gives to reform of education and training. A 21-item bibliography is appended. (YLB)

ED 451 334 CE 081 322

Lifelong Learning.
PUB DATE- 98
NOTE- 33p.; Theme issue. Published Quarterly. Some charts and graphics may not reproduce well. Cover design by Jennifer

prepare and hire from a trained pool of students; (3) Winn-Dixie (Jacksonville, Florida), which is highlighting career pathways from entry-level to vice president; (4) JCPenney (Dallas, Texas), which is taking part in curriculum development; and (5) Lancaster County Academy (Lancaster, Pennsylvania), which is serving all key partners. The following items are also included: (1) an annotated list of eight organizations and resources; (2) a glossary; and (3) a discussion of steps to build on the National Employer Leadership Council's agenda. (MN)

ED 451 351 CE 081 475

Best Practices in School-to-Careers: The Manufacturing Industry.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 25p.; For other documents in the "Best Practices in School-to-Careers" series, see CE 081 472-474.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Advisory Committees; Annotated Bibliographies; Career Awareness; Career Exploration; Case Studies; Change Strategies; Cooperative Planning; Demonstration Programs; *Education Work Relationship; Educational Change; Educational Cooperation; Educational Opportunities; *Educational Practices; Educational Resources; Employment Opportunities; Employment Qualifications; Entry Workers; Experiential Learning; Glossaries; Information Sources; Innovation; Internet; Job Skills; Job Training; Labor Needs; Linking Agents; *Manufacturing Industry; National Organizations; National Standards; Nonprofit Organizations; *Partnerships in Education; Professional Development;
IDENTIFIERS- Connecticut (Hartford); Illinois (Peoria); National Employer Leadership Council; New York (Rochester); Ohio (Canton); Texas (Austin)

This booklet, which is part of a series demonstrating the scope of employer involvement in school-to-careers, highlights the efforts of six manufacturing employers and three "intermediary" organizations connecting workplace experiences to classroom learning for secondary education students. The introduction presents a series overview and lists the names, locations, and featured practice of the employers and organizations. The next sections examine manufacturing at the turn of the century; reasons why school-to-careers is an ideal strategy for addressing manufacturing skill needs; current manufacturing industry efforts to develop a skill standards and certification system; and how the employer participation model works with students and teachers. These employers and intermediaries and their best practices are profiled: (1) Caterpillar, Inc. (Peoria, Illinois); (2) The Timken Company (Canton, Ohio); (3) Kraft Foods, Inc. (Northfield, Illinois); (4) Maine Machine Products Company (South Paris, Maine); (5) Advanced Micro Devices (Austin, Texas); (6) Rochester Area Career Education Collaborative (Rochester, New York); (7) Eastman Chemical Company (Kingsport, Tennessee); (8) Connecticut Business and Industry Association (Hartford, Connecticut); and (9) Capital Area Training Foundation (Austin, Texas). The following items are also included: (1) an annotated list of eight organizations and resources; (2) a glossary; and (3) a discussion of steps to build on the National Employer Leadership Council's agenda. (MN)

PUB DATE- 01
NOTE- 106p.; Print ISBN: ISBN-0-87397-681-9.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; Developed Nations; *Educational Needs; Foreign Countries; Government Role; *Job Training; Labor Force Development; Labor Needs; *Lifelong Learning; Outcomes of Education; Policy Formation; Postsecondary Education; Refresher Courses; *Retraining; Skill Development; *Student Characteristics; Technical Education
IDENTIFIERS- *Australia; *South Korea

A study explored the mechanisms used by adults in Australia and Korea to keep their skills current or to enhance their range of skills. Data were gathered through recent research reports and unpublished unemployment and training data. The study identified areas of the vocational education and training systems in the two countries that are providing positive outcomes for adults who are retraining and upskilling and also highlighted areas of the sector not adequately servicing the needs of this group. For example, Korean employers are much more likely to provide training that will assist an employee to gain higher-level skills that enable them to gain a promotion, while training undertaken by Australian employees is usually relevant to the tasks performed in the current job. The Employment Insurance Scheme in Korea, while not highly used, has increased the number of workers trained in advanced courses. The study also found that adults who had completed higher levels of schooling, such as those in Korea, were more likely to engage in lifelong learning than those in Australia, who often left school earlier. Over the past 20 years, Australia has developed a publicly funded VET (vocational education and training) system that has been successful in training or re-training employed adults. The Korean government is trying to integrate workplace learning into its VET system through the amendment of its vocational qualification system. The Australian experience suggests that the reforms should take place in the broader context of the VET systems in Korea. (KC)

ED 451 369 CE 081 515

Tucker, Sheila, Ed.
An Odyssey into the New Millennium: Rediscover 21st Century Business & Marketing Education. Proceedings of the Annual Atlantic Coast Business & Marketing Education Conference (18th, Raleigh, North Carolina, February 15-17, 2001).
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Education; Computer Software; *Computer Uses in Education; Constructivism (Learning); Distance Education; *Educational Technology; Entry Workers; Inservice Teacher Education; *Internet; *Marketing; Secondary Education; Service Learning; *Teaching Methods; Technical Education; Tutoring
IDENTIFIERS- Electronic Commerce; Microsoft Access; Microsoft FrontPage; North Carolina; Web Site Design

The following 13 papers on business and marketing education are included in this document: "Internet Marketing" (Herb Brown, Jerry Kandles); "Disk This . . . Paper Flow on the Go!" (Mary Evans, Wilbur Whitley); "Production and Evaluation of On-Line Tutorials" (Margie Gallagher, Evelyn Farrior, Jane Geissler);

Knowles, Kolb, Mezirow, Revans, and Schon to knowledge and knowing. Chapter 4, Individual Dimensions of Adult Experiential Learning, examines what "experience" means to the five scholars; how they describe the act of learning; how reflection and learning are related; how they define "the end point" of learning; and how learning and development are linked. Chapter 5, Social Dimensions of Adult Experiential Learning, addresses what kind of andragogical implications seem to follow from the individual dimensions of experiential learning; how an adult educator comes into the individual learner's learning; what kind of "being-with" an individual learner requires; and what an educator does. Chapter 6, Conclusion, gives a general profile of adult experiential learning by re-constructing its main categories and recommends directions for future research and practice. (Appendixes include 41 notes and 264 references.) (YLB)

ED 451 386   CE 081 535

Work Programme, 2001-2003.
PUB DATE- 01
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Economic Development; *Educational Administration; *Educational Change; Foreign Countries; Human Resources; *International Cooperation; Job Training; Labor Force Development; Labor Market; Postsecondary Education; Program Design; Program Development; Secondary Education; Technical Assistance; *Vocational Education
IDENTIFIERS- Balkans; Europe (East Central); European Training Foundation; Mongolia

This document provides a general overview, in broad terms, of the activities of the European Training Foundation (ETF) planned for 2001 and beyond. Section 1 presents ETF activities under four main headings: obligatory activities; support to the European Commission; information provision and analysis; and development activities. It also provides a brief overview of proposed ETF activities in 2001 on those topics for each region: Candidate Countries; Western Balkans; Mediterranean region; and New Independent States and Mongolia. Section 2 outlines in tabular form the proposed activities for each of the four regions in which ETF operates, together with resources. Section 3 discusses technical assistance to the Commission for the Tempus Program, now into its third phase, including shifting assistance from candidate countries to the countries in the Western Balkans and the New Independent States and Mongolia; selection of Joint European Projects and Individual Mobility Grants; and contract management and follow-up. Section 4 addresses activity-based budgeting 2001 and use of ETF resources by activity and budget source. Appendixes include information on services provided by ETF and ETF-developed networks. (YLB)

ED 451 387   CE 081 537

Building the Future of Allied Health: Report of the Implementation Task Force of the National Commission on Allied Health.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English

FDA Procedures for Standardization and Certification of Retail Food Inspection/Training Officers, 2000.
PUB DATE- 00
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Certification; Communication Skills; Competence; *Federal Regulation; *Food and Drug Inspectors; *Food Handling Facilities; *Food Standards; Foods Instruction; Postsecondary Education; Risk Management; *Student Evaluation
IDENTIFIERS- *Food and Drug Administration; Food Safety

This document provides information, standards, and behavioral objectives for standardization and certification of retail food inspection personnel in the Food and Drug Administration (FDA). The procedures described in the document are based on the FDA Food Code, updated to reflect current Food Code provisions and to include a more refined focus on foodborne illness risk factors, Food Code interventions, and applications of the principles of Hazard Analysis Critical Control Point (HACCP). The document is organized in four chapters. The first chapter explains the rationale for the standards and the procedures guide, the scope of the guide, and definitions. Chapter 2 describes the qualifications required for certification as a retail food inspection and training officer, and Chapter 3 describes the field requirements for certification. Chapter 4 describes the communication skills required to convey the purpose and the findings of the inspection. Two tables, five annexes, and seven charts list all the regulations that candidates for certification must know, how the regulations are applied, and how the candidates must demonstrate their knowledge. (KC)

ED 451 403 CE 081 573

Levesque, Jeri; Hinton, Karen
Show Me Family Literacy! Missouri's Guide for Establishing Family Literacy Programs.
SPONS. AGENCY- Office of Compensatory Education (ED), Washington, DC. Even Start Program.
PUB DATE- 01
NOTE- 106p.; Funded through an Even Start Family Literacy Initiative Grant.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Basic Skills; Check Lists; Community Programs; Community Resources; Early Childhood Education; Educational Resources; *Family Literacy; *Family Programs; Guidelines; *Literacy Education; Parenthood Education; Parents as Teachers; Program Development; Program Evaluation; *Program Implementation; *Reading Instruction; State Programs
IDENTIFIERS- Even Start; *Missouri

This guide is designed to lead program planners through the course of building and implementing a family literacy program.

participants recognized that many factors, including location of the service and models of practice, influence school nursing. The workshop discussions reflected a high level of commitment to school health services and the benefit of networking opportunities within states and across state boundaries. The following major categories of tasks that school nurses should be able to accomplish were identified: collecting and managing data; developing plans for action; implementing the plans; evaluating the results; and seeking opportunities for professional development. A series of curriculum guidelines were formulated, and existing and proposed collaborative arrangements between school nurses and nurse educators were reviewed. (Appendixes constituting nearly 70% of this document contain the following items: examples of expected competencies of school nurses; a blueprint for school nurse competencies in a nursing curriculum; examples of collaborative arrangements; and a roster of workshop participants.) (MN)

ED 451 419 CE 081 611

Preparing Graduates To Meet the Needs of Diverse Populations.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Behavior Change; *Community Education; Community Health Services; Competence; Cultural Differences; Cultural Influences; *Cultural Pluralism; Education Work Relationship; *Educational Practices; Educational Trends; Glossaries; Higher Education; *Interpersonal Competence; Job Performance; Job Training; Nursing; *Nursing Education; Questionnaires; Tables (Data); Teacher Attitudes; Teacher Behavior; Trend Analysis
IDENTIFIERS- *Nurse Educators; *Nurse Patient Relationship; United States (South)

A survey was conducted to determine how nurse educators in the South are addressing the mandate to enhance registered nurses' ability to meet the challenges of cultural diversity in health care delivery. A 20-item questionnaire was sent to deans/directors of nursing education at 192 institutions for distribution to 10 nurse educators at each institution. Completed questionnaires were received from 561 faculty members at 135 institutions in 15 states (response rate, 29%). The following were among the key findings: (1) cultural content is integrated throughout the curriculum at most institutions; (2) of the 13 cultural concepts listed on the questionnaire, culture, cultural beliefs, cultural values, ethnicity, and stereotypes received the highest ratings; (3) respondents named 21 nursing-specific and culture-specific models providing the theoretical bases for organizing cultural content in the nursing curriculum; (4) direct care to patients and class lectures and discussion were the two strategies used most frequently to incorporate cultural content into nursing students' learning experiences; (5) the responses regarding the nursing programs' cultural environments provided evidence of community building in all facets of the nursing education program; and (6) few programs had external funding to develop or revise the curriculum. (A glossary and 19 tables are included.) (MN)

ED 451 420 CE 081 612

Nelson, Kaye W.; Jackson, Shelley A.
Factors Affecting the Learning Environment of Doctoral Students in Counselor Education.
PUB DATE- 00
NOTE- 27p.; Project funded by a Texas A&M University-Corpus Christi College of Education Faculty Research Grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accrediting Agencies; Comparative Analysis; *Counselor Educators; *Counselor Training; *Doctoral Degrees; Experiential Learning; Higher Education; *Masters Degrees; National Standards; State Surveys
IDENTIFIERS- Council for Accred of Counsel and Relat Educ Prog

This paper describes a study designed to explore the learning environments of doctoral and master's degree counselor education programs. Counselor educators (N=8) from four states were interviewed; four Council for Accreditation of Counseling and Related Educational Program (CACREP) programs were represented. The focus of counselor education at the master's level appears to be congruent with the notion that graduate programs help students prepare for careers in order to meet the needs of the marketplace. Courses are generally survey in nature and most of the curriculum involves the transmission of knowledge from the professor to the students. Faculty report less contact with master's students than with doctoral students. The doctoral program prepares students for scholarship, although most of the research has focused on the success of graduates and not on the developmental issues of the programs. The influence of CACREP was a strong element in this study in that all interviewees had experience or knowledge of accreditation standards. Of particular interest was the realization from several interviewees that their knowledge was gained experientially. One could argue that the process of preparing counselor educators can be transmitted satisfactorily from observing an experienced counselor. Another argument could be made in light of the study's results, for establishing and publishing theoretical counselor education models based on the most important factors in constructing an effective learning environment. (Contains 1 figure, 1 table, and 32 references.) (JDM)

ED 451 441 CG 030 809

McNaughton, Janet
Overview of the Portable Guides to Investigating Child Abuse: Update 2000. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Abuse; *Children; Intervention; Juvenile Justice; Law Enforcement; Psychologists; Sexual Abuse; Social Workers; Victims of Crime
IDENTIFIERS- *Victimization

In response to requests from law enforcement professionals for guidelines on investigating child abuse and neglect, the Office of Juvenile Justice and Delinquency Prevention developed the Portable Guides to Investigating Child Abuse series. This document is a synopsis of each Portable Guide and provides annotated bibliographies of the series. The purpose of the series is to provide practical guidance and an on-the-job reference for those who work with child victimization issues.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Conflict; *Coping; *Emotional Response; *Family Characteristics; Family (Sociological Unit); Influences; Measurement Techniques; Measures (Individuals); Parent Attitudes; Parent Child Relationship; *Psychometrics; *Sex Differences; Social Desirability
IDENTIFIERS- United States (Southwest)

Family sources of stress and conflict are critical variables in the well-being of adolescents. This paper assesses the relationship of coping resources to negative emotions produced by parental conflict after controlling for social desirability; age; financial resources; and measures of parental attachment and family functioning. Undergraduate students (n=304) in a large southwestern university were given four instruments: Inventory of Parental and Peer Attachment (IPPA); Family Adaptability and Cohesion Scale II (FACES II); Coping Resources Inventory for Stress (CRIS); and Parental Conflict Emotions. Four separate models were created for: (1) male participants describing maternal conflict; (2) male participants describing parental conflict; (3) female participants describing maternal conflict; and (4) female participants describing parental conflict. The results provide support for the literature that a person's family background and coping resources are related to emotional functioning in the context of family relationships. The emergence of social desirability as a statistically significant predictor of variance at step one of each model was noted. The pattern of results with respect to female participants included more predictors emerging as statistically significant. Both family functioning and psychological coping resources were suggested as areas in which counselors could intervene. (Contains 6 tables and 32 references.) (Author/JDM)

ED 451 462 CG 030 843

Seraphine, Anne E.; McCarthy, Chris J.; Curlette, William L.
Factor Structure of Coping Resources Inventory Scales for Educational Enhancement and Its Relationship to School Outcomes among Diverse Middle Schoolers.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Convention of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; *Diversity (Student); Hispanic American Students; Measurement Techniques; *Measures (Individuals); *Middle School Students; Middle Schools; Peer Relationship; Predictive Validity; *Psychometrics; Self Esteem; Urban Youth; White Students
IDENTIFIERS- Coping Resources Inventory; United States (Southwest)

The factor structure of the Coping Resources Inventory Scales for Educational Enhancement (CRISEE) was examined for its application to Hispanic, African American, and Non-Hispanic White middle school students. The study was designed to provide additional evidence for the validity of the CRISEE scales and to determine whether its psychometric properties held across diverse populations. The correlation between scales of the CRISEE and school-related performance, global self-esteem, and peer behavior were also examined. Students (n=1,724) who attended a southwestern urban middle school completed the opportunities for related activities such as classroom discussions, role plays, shared readings, group writings, arts and crafts, and songs. This book explores read-alouds in both home and school settings and encourages the use of read-alouds as a starting point for further learning in several curricular areas. The book finds that read-alouds provide many types of literacy support for children: children learn about literacy through an adult who provides a model of reading; form an understanding of how print functions and how it is used; develop a knowledge and understanding of letters and letter-sound relationships; learn new words, new sentences, and discourse patterns; learn about the structure of stories; and develop a positive attitude toward books. Following an introduction, the book is divided into these chapters: (1) Interactive Read-Alouds; (2) The Importance of Narrative and Quality Books; (3) Read-Alouds and Print Features; (4) Activities Based on the Read-Aloud; (5) Interactive Reading Activities; (6) Interactive Writing Activities; and (7) Interactive Math, Science, and Social Studies Activities. (Contains an afterword, 105 references, and 30 children's literature references.) (NKA)

ED 451 484 CS 014 327

Cohle, Diane M.; Towle, Wendy
Connecting Reading and Writing in the Intermediate Grades: A Workshop Approach.
PUB DATE- 01
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Intermediate Grades; *Language Arts; *Literacy; Models; *Reading Writing Relationship; Recordkeeping; *Workshops
IDENTIFIERS- Literacy Engagement

Imagine a literacy-centered classroom where reading and writing are no longer viewed as school skills, but as life skills--a classroom where students voluntarily and spontaneously engage in discussions about their reading and writing. This book offers personal evidence of the workshop approach as it applies to a balanced language arts program for grades 3-5. It provides actual conference records, samples of student work and teacher feedback, and the research supporting the effectiveness of the workshop model. It offers a framework for providing instruction that meets the needs of all learners and instills a lifelong love of reading and writing. Following an introduction, the book is divided into these chapters: (1) "Why Use the Workshop Approach?"; (2) "Setting Up the Workshop"; (3) "Record Keeping and Assessment"; (4) "Putting It All Together: The Workshop in Action"; and (5) "Focus Lessons." A section follows called "Final Thoughts." (Contains 32 references, 4 suggestions for additional professional reading, 4 resources for classroom book collections, and 3 resources for response ideas. Appendix contains assessment and record-keeping forms that can be adapted to suit various workshop approaches.) (NKA)

ED 451 485 CS 014 328

Evans, Karen S.
Literature Discussion Groups in the Intermediate Grades: Dilemmas and Possibilities. Kids InSight, K-12.

Literature Study: The Essential Elements; (16) Putting Literature Study in Action; (17) Responding to Literature: Multiple Paths to Meaning; (18) Understanding the Reading Process; (19) Teaching for Comprehending Written Text: Across the Language and Literacy Framework; (20) Teaching for Sustaining Strategies in Guided Reading; (21) Teaching for Connecting and Expanding Strategies in Guided Reading; (22) Teaching for Word-Solving: Phonics, Spelling, and Vocabulary; (23) Teaching Genre and Content Literacy: Explore Fiction and Nonfiction Texts; (24) Creating the Poetry Workshop: Reading, Writing, and the Arts; (25) Exploring the Writing Terrain: Writer Talks, Writer's Notebooks, and Investigations; (26) Supporting Readers and Writers: Tools That Make a Difference in Comprehending and Constructing Texts; (27) Understanding the "Testing Genre": Preparing Students for High Quality Performance; and (28) Making Teaching Decisions Using Continuous Assessment. The book concludes with a comprehensive book list containing 1,000 books organized by title and level. Appendixes contain reading and writing workshop forms; graphic organizers; a list of the 500 most frequently used words and spelling demons, writer Web sites, and magazines for kids; bibliographies of picture books for use with intermediate students; a bibliography of poetry anthologies; and other practical tools. (RS)

ED 451 504   CS 217 335

Rous, Emma Wood
Literature and the Land: Reading and Writing for Environmental Literacy, 7-12.
PUB DATE- 00
NOTE- 224p.; Foreword by Linda Rief.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Class Activities; *Conservation (Environment); English Instruction; *Environmental Education; Secondary Education; Student Reaction; Writing Assignments; *Writing Instruction
IDENTIFIERS- *Environmental Literacy; *Nature Writing

Not only inspiring teachers to help students become environmentally literate, this book also provides the tools to make it happen in the literature classroom. Beginning with readings and exercises about perception, it explores a wealth of nature writing activities, the history of people's relationship with nature from mythological times to the present, case studies of current environmental issues and action projects, environmental themes in fiction and poetry, and the potential of outdoor adventure. The book includes descriptions of literature, classroom activities, student responses, and lists of resources. The materials in the book are designed to support a heterogeneous classroom, a student-centered pedagogy, and a gender-balanced curriculum. Appendixes contain: advice about scheduling components of the book into a semester course of study; land journal data collection and research entries; descriptions of monitoring, restoration, and other volunteer programs; descriptions of environmental simulation games; instructions for calculating carbon dioxide released by burning gasoline, and for calculating the species-area curve; a 23-item annotated list of useful Web sites and organizations; and a 41-item bibliography. (RS)

IDENTIFIERS- *Critical Pedagogy; *Writing Style
This paper discusses the importance of stylistic variety to the writing of beautiful language, even as that writing is used as a tool of critical consciousness. It begins by discussing the application of style for socially responsible rhetorical communication, through revealing to students that language used in multiple rhetorical situations both reflects and creates their multiple social identities. It then argues that the lack of teaching of style is due to the shift from process writing to socially created knowledge, explaining that many instructors assume style means teaching a narrow view rather than critical literacy. It concludes that style can find a place within critical pedagogy. (EF)

ED 451 527 CS 217 494

Martin, Amy Ward
What's Mine Is Mine and What's Yours Is Mine: Peer Response and Intellectual Property at the New Millennium.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Information Sources; *Intellectual Property; *Peer Evaluation; *Peer Teaching; Portfolios (Background Materials); *Writing Assignments
IDENTIFIERS- *Collaborative Writing; *Information Exchange
This paper discusses the juxtaposition of teamwork as found in school writing assignments with the value of individual work as demonstrated in the ideas of intellectual property and copyright. It begins by addressing the question of whether students perceive collaborative writing tools such as peer response as helping or hindering them when faced with writing for a grade in a writing course. It then discusses the dichotomy between ideas and expression, in terms of the contradiction of free exchange of information at the student-to-student level and published (non-free) information gathered from printed texts, oral interviews, e-mail and Web sites. It continues by describing the results of a student survey regarding individual ownership, peer response, and the recent Napster copyright lawsuit, concluding that students feel information should be free as long as there is a benefit in terms of capital, for example, exchange of written ideas for a grade. The paper concludes by proposing a portfolio system which would move conceptually from intellectual property-as-commodity toward a contextually situated concept of writing, through students acknowledging the participants in their writing processes, especially the influences of peer responders. (EF)

ED 451 528 CS 217 495

Doecke, Brenton; Gill, Margaret; McClenaghan, Douglas
Reclaiming the Word "Standards": Professional Standards for Teachers of English Language and Literacy in Australia (the STELLA Project).
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000). "STELLA" is an acronym for the

organized over a 30-week period. (RS)

ED 451 549 CS 217 632

Peet, Howard
Spelling for Writing: Student Activity Book. Level 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 128p.; For Levels 1-4, see CS 217 625-631.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Active Learning; Grade 5; Independent Study; Intermediate Grades; Learning Activities; *Spelling; *Spelling Instruction; *Writing Improvement; *Writing Skills
IDENTIFIERS- Message Transmission; Spelling Errors; *Spelling Patterns

The Level 5 activity book is designed to help children learn that writing messages and stories will help them see the value of learning to spell. The workbook's program is based on the ideas that accurate spelling contributes to the clarity of written messages; spelling accuracy shows attention to detail, sending a positive message to teachers and employers; and spelling becomes one part of learning to write real-life messages: directions, letters, invitations, and reports. The workbook aims to help children learn to identify common, logical spelling patterns; graduate quickly to more complex words; and become a confident, independent speller and writer. The spelling program is organized over a 30-week period. It is divided into the following sections (each covering five weeks): (1) Reviewing Basic Patterns; (2) Long Vowel Patterns; (3) Consonant Patterns; (4) Prefixes; (5) Noun Suffixes; and (6) Other Suffixes. (NKA)

ED 451 550 CS 510 107

New Teachers Packet.
PUB DATE- 98
NOTE- 217p.; Prepared by the Journalism Education Curriculum/Development Committee, Jan Hensel, Chair. Contributors include: Candace Perkins Bowen, Michele Dunaway, Mary Lu Foreman, Connie Fulkerson, Pat Graff, Jan Hensel, Rob Melton, Scoobie Ryan, and Valerie Thompson.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Newspapers; Photojournalism; Production Techniques; Professional Associations; *Scholastic Journalism; School Publications; Secondary Education; Student Publications; Worksheets; Yearbooks

This packet of information for new scholastic journalism teachers (or advisers) compiles information on professional associations in journalism education, offers curriculum guides and general help, and contains worksheets and handouts. Sections of the packet are: (1) Professional Help (Journalism Education Association Information, and Other Scholastic Press Associations); (2) Curriculum Guides (Beginning Journalism, Electronic Publishing, Newspaper Production, and Yearbook Production); (3) General Helps (General Tips, Sample

12 alternative school in Seattle, Washington. The students (approximately 55) were given the opportunity to work with media literacy materials over a four-week period for about 1.5 hours each day. This paper describes the students' responses to advertising before, during, and after working with the material. The set of questions that organized the study described in this paper was: What media literacy skills did the students possess prior to, during and after using media literacy materials? Would students see and hear more details in advertisements after working with media literacy materials for four weeks? Would there be any shifts in their opinions and interpretations? Would their abilities to analyze (see and hear details) evaluate (interpret messages) and reflect (decode and consider the impact of messages on others and themselves) change? Using an instrument the authors developed as a means of analyzing and discussing students' conversations about media and advertising, they looked at what students see and hear in advertising as well as what interpretive and analytical levels they can achieve through discourse. Findings indicated that most students process media messages at a basic informational level. There are, however, a few examples of critical, reflective responses. A teacher's questioning style is crucial in helping students to enter a reflective domain and exposure to media literacy materials improved the students' observational skills as well as their ability to interpret constructed media messages. (Contains 12 references and 2 tables of data.) (Author/RS)

ED 451 572 CS 510 542

Sunal, Cynthia Szymanski; Sunal, Dennis W.; Tirri, Kirsi
Using Evidence in Scientific Reasoning: Exploring Characteristics of Middle School Students' Argumentation.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Communication Skills; Discussion (Teaching Technique); *Group Dynamics; Instructional Effectiveness; *Middle School Students; Middle Schools; *Persuasive Discourse; Scientific Methodology; *Small Group Instruction; *Thinking Skills
IDENTIFIERS- Evidence

This study considered the ability of small groups of students aged 13-15 years to structure and argue an evidentiary case in which the limitations of the evidence are recognized. The findings of this study indicate that these student groups had developed some of the characteristics of argumentation and group process skills used in building and arguing an evidentiary case. However, these students and their student groups need guidance if they are to further develop their use of evidence and recognition of its limitations in argumentation. The findings further indicate that it was possible to categorize students' argumentation in small group discussion based on their ability to use evidence and identify its limitations. (Contains 23 references and 13 tables of data.) (Author/RS)

ED 451 573 CS 510 545

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Guides; Developmental Stages; Educational Administration; Educational Theories; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Longitudinal Studies; *Principals; *Professional Development
IDENTIFIERS- Headmasters

This paper uses socialization theory to re-examine a unique, 10-year longitudinal study of headteachers so as to describe the stages of headship transition. It outlines prior models of leadership succession in both business and schools and produces a stage theory of headship that can be used not only as a research tool, but also as a way to assist the development of heads and prospective heads. The article outlines the stage theories of socialization and examines previous research on headship-preparation programs. The longitudinal study re-examined here consisted initially of questionnaires that were administered to 188 headteachers. Follow up questionnaires were then distributed to a select number of these principals over a 10-year period. The responses enabled the creation of a model depicting the stages of transition in the headship: Stage 0--preparation prior to headship; Stage 1--entry and encounter (first 2 months); Stage 2--taking hold (months 3-12); Stage 3--reshaping (year 2); Stage 4--refinement (years 3-4); Stage 5--consolidation (years 5-7); and Stage 6--plateau (years 8 and onward). The model should help headteachers understand the likely phases they will experience during their tenure. Although each school is unique, patterns of development are still evident and can be used for preparation and support. (Contains 22 references.) (RJM)

ED 451 592 EA 030 925

Understanding Comprehensive Reform: An In-Depth Look at Nine Essential Components.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 72p.; Contributing writers and editors are Charles Ahearn, Mary Apodaca, Connie Bergquist, Glyn Brown, Christy Casbon, David Collins, Barbara Davis, Pam Finney, Betty Fry, Ray Fulton, Art Hood, Shirley Hord, Corinda Marsh, Susan Martelli, Wendy McColskey, Donna Nalley, Geraldine Richardson, and Nelson Towle.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cooperative Planning; Educational Change; Educational Policy; Elementary Secondary Education; Instructional Improvement; Management Systems; *Participative Decision Making; Politics of Education; *Professional Development; Research Utilization; *School Community Relationship; *School Support; *Systems Analysis; Systems Approach
IDENTIFIERS- *Comprehensive School Reform Demonstration Program

Current theory and law support a comprehensive model of school reform. The Comprehensive School Reform Demonstration Program suggests that changes in isolated parts of a system may not be linked to increases in overall achievement. A comprehensive reform program must synthesize nine essential components to improve the whole system across all the stages of reform, including adoption, initiation, implementation, and institutionalization. Successful plans employ innovative, inclusive schools presented a real catalyst for changing educational practices. Specifically, the study asked whether schools with a higher perceived participatory role in decision-making achieved a different level of inclusion than schools with a lower perceived participatory role in decision-making. Findings show that each case study revealed similar results. The impetus for change was largely attributed to how the larger system initially redefined the teachers' positions within the organization. Overall, the degree to which faculty-senate members engaged in developing strategic integration plans did not correlate with the extent of change to their structural model of schooling. Rather, the primary impetus for change was mostly attributed to how the larger system initially redefined the teachers' positions within the organization. The faculty senate served more as an internal force that pushed up on the changes that external forces sent down. (Contains 42 references.) (RJM)

ED 451 613 EA 030 958

Bottani, Norberto
Autonomy and Decentralisation: Between Hopes and Illusions. A Comparative Study of Reforms in Five European Countries.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Decision Making; Democratic Values; Educational Administration; *Educational Change; Educational Philosophy; Elementary Secondary Education; *Participative Decision Making; School District Autonomy; *School Restructuring

This paper analyzes changes in decision-making in France, Italy, Spain, Sweden, and the United Kingdom and tries to identify trends in these countries' reforms. In general, the reforms initiated by these five countries redesigned the loci of decision-making between the government levels, modified the modes of decision at these levels, and redistributed the domains of decision. The process implied a substantial change of competencies and capacities in decision-making, which ultimately implemented a new accountability framework. The article outlines national educational reforms, offers a conceptual framework of autonomy and decentralization of power in bureaucratic organizations, gives indicators of loci of decision-making, and lists domains and types of decisions in the five countries. It was found that despite the geographic and economic differences among these countries, the initiated reforms contained some common features. Everywhere the aim was the decentralization of the loci of decision-making, the increase of local control, and the promotion of school autonomy. Nevertheless, analysis reveals deep differences in these reforms: the domains of decision transferred from the central to the local level varied, the distribution of responsibilities to the schools and local authorities was unequal, and the type and amount of power endorsed by the government were different. (Contains 12 endnotes.) (RJM)

ED 451 614 EA 030 959

with disabilities; (3) if comparing groups, one group should be students without disabilities; and (4) collect other measures to help clarify findings. (Contains 30 references.) (DB)

ED 451 635 EC 308 317

Bielinski, John; Ysseldyke, James E.
Interpreting Trends in the Performance of Special Education Students. Technical Report 27.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Data Analysis; *Disabilities; *Educational Assessment; Educational Trends; Elementary Secondary Education; Inclusive Schools; Information Utilization; Longitudinal Studies; *Regular and Special Education Relationship; Special Education; *Student Placement; Trend Analysis
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

Using a large longitudinal database, this study examined the effect that transitions between regular education and special education across grades had on performance trends for the special education population. The study also examined the effect that changes in exemption rates across grades for students with disabilities had on performance trends. The study found that the highest achieving special education students left special education to return to general education, and that they were replaced by the lowest performing regular education students who had been referred to and found eligible for special education. The result was a substantial increase in the performance gap over time between regular education and special education students across grades. Also, the reduction in exemption rates from testing (as required under the 1997 amendments to the Individuals with Disabilities Education Act) added to the size of this performance gap. However, when the same group of special education students was tracked over time, the gap actually decreased slightly. Results have implications for how states report disaggregated data on students with disabilities. The report recommends that states report both on the performance of all students with disabilities and the longitudinal performance of clearly defined targeted groups of special education students. (Author/DB)

ED 451 636 EC 308 318

Ohio Guidelines for Educational Interpreters.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 55p.; Compiled in collaboration with the Educational Interpreter Guidelines Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Ancillary School Services; Certification; *Deaf Interpreting; *Deafness; Elementary Secondary Education; Guidelines; *Interpreters; Interpretive Skills; Job Skills; Professional Development;

with examples of grantee success stories in meeting dissemination and utilization challenges. (CR)

ED 451 655 EC 308 338

Smith, Anne, Ed.; Doll, Beth, Ed.; Gengel, Stacey, Ed.
OSERS/OECD International Symposium on Inclusion and Professional Development. Proceedings (Bethesda, MD, September 24-26, 1998).
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Georgetown Univ. Child Development Center, Washington, DC.
PUB DATE- 98
NOTE- 51p.; Symposium held in Bethesda, Maryland, September 24-26, 1998.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College School Cooperation; *Disabilities; Elementary Secondary Education; Foreign Countries; Global Approach; *Inclusive Schools; *Partnerships in Education; Postsecondary Education; Preservice Teacher Education; Professional Development; *Regular and Special Education Relationship; Teacher Attitudes; *Teacher Collaboration; *Teacher Education; Teamwork

This report is an outcome of the OSERS/OECD International Symposium on Inclusion and Professional Development held in Bethesda, Maryland, from September 24-26, 1998. The purpose of the symposium was to examine promising professional preparation practices that support the inclusion of students with disabilities in the general education curriculum. The following common understandings emerged: (1) better prepared teachers who are more adept at teaching all students will also be adept at inclusion; (2) impending change in schooling will require that general and special education teachers prepare to teach in collaborative teams; (3) demands on educators are shifting rapidly and causing distress, limiting their participation in reform efforts; (4) professional development to support inclusion must involve both pre-service and ongoing professional development; (5) general educators often feel unprepared and ill-equipped to include children with disabilities; (6) students with disabilities and their families must become full partners; (7) educational systems for students with disabilities must be coordinated with community services; (8) school-university partnerships hold the promise of simultaneous renewal; and (9) school-university partnerships have the potential to shift educators' thinking by requiring encounters among people with different roles. The report includes summaries of proceedings and essays on highlighted topics. (Essays include references.) (CR)

ED 451 656 EC 308 339

Bricker, Diane; Squires, Jane
Early Intervention Preservice Preparation: Program Evaluation and Reflections. Master's Personnel Prep Program. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Design; *Disabilities; *Early Intervention; *Graduate Study; Higher Education; Infants;

Gubbins, E. Jean; Siegle, Del, Ed.
The National Research Center on the Gifted and Talented Newsletter, 2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 35p.; Published biannually. For Spring-Fall 1999 issues, see ED 436 910.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; *Attention Deficit Disorders; Elementary Secondary Education; Enrichment Activities; Evaluation Methods; *Gifted; Gifted Disabled; Minority Group Children; Predictor Variables; *Problem Based Learning; Problem Solving; *Professional Development; Program Evaluation; Sex Differences; *Special Programs; Teacher Attitudes
IDENTIFIERS- Brandwein (Paul); *Williams Syndrome

These two newsletters from the National Research Center on the Gifted and Talented (NRC/GT) contain the following articles: (1) "NRC/GT: Professional Development--Not an Event" (E. Jean Gubbins), discusses NRC/GT research-based principles related to professional development and the importance of ongoing professional development; (2) "Williams Syndrome: A Study of Unique Musical Talents in Persons with Disabilities" (Sally M. Reis and others), describes the relative strengths that individuals with Williams Syndrome have in language and music and the successful use of the "Music & Minds" program; (3) "Gifted Program Evaluation in Progress" (Darla-Gail Bohn), discusses an ongoing gifted program evaluation process; (4) "Attention Deficit Disorders and Gifted Students: What Do We Really Know?" (Felice Kaufmann and others), examines the etiology of attention deficit hyperactivity disorder (ADHD), assessment and diagnosis of ADHD, and the coexistence of ADHD and giftedness; (5) "NRC/GT Researchers: Brandwein Always Looked Forward" (E. Jean Gubbins), discusses the contributions of Dr. Paul F. Brandwein to identifying and nurturing gifted children; (6) "The Effectiveness of Triarchic Teaching and Assessment" (Robert J. Sternberg and others), describes the successful use of the triarchic theory of problem solving to teach social studies, science, and reading; (7) "Thinking and Writing Skills in High Ability, Ethnic Minority, High School Students" (Deborah Coates and Mariolga Reyes), discusses the success of the Teaching Thinking Project in promoting academic skills in gifted, ethic minority, high school students; (8) "Gifted and Talented Programs in America's High Schools: A Preliminary Survey Report" (Rachel Sytsma), contains preliminary results that indicate most high school gifted programs lack coordinators and do not offer academic opportunities beyond some combination of mentorships/internships, early college programs, independent studies, and academic clubs/competitions; and (9) "Teacher Bias in Identifying Gifted and Talented Students" (Teri Powell and Del Siegle), discusses gender and performance factors influencing gifted identification. (Articles include references.) (CR)

ED 451 675 EC 308 436

deFosset, Shelley, Ed.
Section 619 Profile. 10th Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

ED 451 697 EF 005 987

Seep, Benjamin; Glosemeyer, Robin; Hulce, Emily; Linn, Matt; Aytar, Pamela
Classroom Acoustics: A Resource for Creating Environments with Desirable Listening Conditions.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acoustical Environment; *Classroom Environment; *Design Requirements; *Educational Facilities Improvement; Elementary Secondary Education; Public Schools; *School Construction

This booklet provides a general overview of classroom acoustic problems and their solutions for both new school construction and renovation. Practical explanations and examples are discussed on topics including reverberation, useful and undesirable reflections, mechanical equipment noise, interior noise sources, and sound reinforcement. Examples of good and bad acoustical classrooms are highlighted along with a case study involving an older classroom in an older university building where complaints of poor acoustics had been received. The booklet's final section addresses acoustical guidelines for special rooms such as cafeterias and gymnasiums. An appendix provides quantitative definitions and calculations as well as resources for more detailed information. (GR)

ED 451 698 FL 026 565

Singleton, David; Harrington, Sile; Henry, Alison
At the Sharp End of Language Revival: English-Speaking Parents Raising Irish-Speaking Children. CLCS Occasional Paper No. 57.
PUB DATE- 00
NOTE- 16p.; Project, funded by the European Union (DGXXII), is a collaboration between Trinity College, Dublin, and the University of Ulster at Jordanstown, Northern Ireland. Earlier version presented at the Annual Conference of the European Second Language Association (9th, Lund, Sweden, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Databases; *Family Environment; Foreign Countries; *Irish; Learning Strategies; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Ireland; Language Policy

This paper is based on information and insights gained from the preliminary data-gathering phase of a project on the acquisition of Irish as first and second language. The main aim of the project is to establish a database constituted of acquisitional data gathered from children acquiring Irish as a first language and in the early stages of bilingual acquisition at home, in Irish-language immersion primary schools, or in largely English-medium primary schools. The paper is based on a body of information and perspectives provided by parents for whom Irish is a second language, raising children who are acquiring Irish as their first language. The paper provides a brief historical summary of the Irish language in Ireland, and use of item response theory (IRT) to inform learner placement decisions, a survey of the conflicting views of the spread of English as the international language, and a discussion of the use of advertisements to provide authentic English for second or foreign language classrooms. (KFT)

ED 451 720 FL 026 659

Bregy, Anne-Lore; Brohy, Claudine; Fuchs, Gaby
Experience d'apprentissage bilingue precoce: Resultats des eleves de Monthey et de Sion a la fin de la 2e Anee Primaire, Annee 1998/99 (Experience of Preschool Bilingual Education: Results from Students in Monthey and Sion at the End of Second Grade, 1998/99 Year).
PUB DATE- 00
NOTE- 54p.; Abstracts are provided in French, German, Italian, and English.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Communicative Competence (Languages); Foreign Countries; French; *German; *Kindergarten; Language Proficiency; Participant Observation; Primary Education; Questionnaires; Second Language Instruction; Second Language Learning; *Student Attitudes; Student Motivation
IDENTIFIERS- Switzerland

During the 1994-1995 school year, the town of Sierre/Siders implemented and evaluated the first bilingual kindergarten class in the Valais canton of Switzerland. The following year the towns of Sion/Sitten and Monthey in the same canton also launched bilingual education classes. In these bilingual classes German is introduced as a second language of instruction from the age of 4 or 5. Bilingual instruction is maintained during the primary grades and is planned to continue at the secondary level. At the end of the second grade of primary school (after 3-4 years of bilingual instruction) the competencies of the first and second language pupils were evaluated. Results show that bilingual education had no detrimental effects on the development of the first language nor upon academic achievement. This holds true even for pupils who experience learning difficulties. The analysis of second language (L2) oral production also provided data for a description of acquisitional stages for some pupils. At the end of the second grade, the pupils in the bilingual classes have sufficient receptive oral competencies to allow them to learn new scientific contents adapted to their age and their cognitive level. They are capable of reacting to linguistic input formulated by external persons and of mastering relatively complex communicative situations. A questionnaire administered to the pupils shows that they have positive attitudes toward the L2 and a strong motivation to learn it. (Contains 39 references.) (Author/KFT)

ED 451 721 FL 026 660

Cifuentes, Lauren; Shih, Yu-Chih Doris
Learning How To Teach Online: Preservice Teaching Experiences.
PUB DATE- 99
NOTE- 4p.; Journal published by the International Society for Technology in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical

and/or course level. Six of the responding institutions anticipated a change in the method of compensating faculty for summer courses. A similar study was done on compensation for instructional overload. The study found that course stipends are the predominant instructional overload compensation method employed in Texas. As in the first study, six institutions anticipated future changes occurring in this area. (SLD)

ED 451 743 HE 033 867

Suskie, Linda, Ed.
Assessment To Promote Deep Learning: Insight from AAHE's 2000 and 1999 Assessment Conferences. Major Addresses from "Rising Expectations for Assessment: Can We Deliver?" AAHE Assessment Conference (Charlotte, North Carolina, June 14-18, 2000) and Highlights of Plenary Addresses from "Assessment as Evidence of Learning: Serving Student and Society," AAHE Assessment Conference (Denver, Colorado, June 13-16, 1999).
PUB DATE- 01
NOTE- 78p.; Each of the conference presentations is available on an audiotape from Conference Media Contractors, 1624 Lemay Avenue, Unit 10, PMB 103, Fort Collins, CO 80525. Tel: 970-207-1614; Tel: 888-222-1614 (Toll free); Fax: 970-490-2215; Web site: http://www.cmc-net.com.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Assessment; *Evaluation Methods; Higher Education; *Learning; *Student Evaluation; *Teaching Methods
IDENTIFIERS- American Association for Higher Education

Papers from two conferences explore efforts to meet rising expectations for higher education through fair and honest assessment. The papers from the 2000 conference are: (1) "A Conversation with Jorge Klor de Alva" (interviewed by Gail Mellow); (2) "Promoting Deep Learning through Teaching and Assessment" (Noel Entwistle); (3) "Developing a Learning/Teaching Style Assessment Model for Diverse Populations" (James Anderson); (4) "A Few Good Measures: The Impossible Dream?" (Victor M. H. Borden); (5) "Assessment of Innovative Efforts: Lessons from the Learning Community Movement" (Jean MacGregor, Vincent Tinto, and Jerri Holland Lindblad); and (6) "Accreditation--Where Credit Is Due" (Barbara Wright). From the 1999 conference, the papers are: (1) "Assessment at the Millennium: Now What?" (Thomas A. Angelo, Peter T. Ewell, and Cecilia Lopez, moderated by Theodore J. Marchese); (2) "Assessing for Quality in Learning" (John Biggs); and (3) "Testing Disadvantaged Students: The Elusive Search for What Is Fair" (Sharon Robinson). (SLD)

ED 451 744 HE 033 868

Green, Kenneth C.
Campus Computing, 2000: The 11th National Survey of Computing and Information Technology in American Higher Education.
PUB DATE- 01
NOTE- 38p.; For the Ninth National Survey, see ED 428 645.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Colleges; *Computer Uses in Education; *Educational Technology; Higher Education; *Institutional Characteristics; Internet; Personnel Selection; Surveys; *Technological Advancement

Responses to these problems have generally been focused toward better evaluation, the improvement of professional development resources, and the introduction of requirements that foster the improvement of teaching. These groups of responses indicate that there is a will to overcome the problems that face teaching in higher education, ways can be found to do so. (SLD)

ED 451 765 HE 033 893

Fields, Hall R.
A Study of Computer-Assisted-Academic-Advisement-and-Placement as Compared with Manual Academic Advisement and Placement for Improving Academic Advising and Accountability at Grambling State University. Factors Affecting Students' Successful Survival of Their College Experiences.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Advising; *College Students; *Computer Managed Instruction; Higher Education; Management Information Systems; *School Registration; *Student Placement
IDENTIFIERS- *Grambling State University LA

The current method of advising students at Grambling State University was compared with that of Computer-Assisted-Academic-Advisement-and-Placement (CAAAAP) to determine which approach would be more effective for advising students. The current method was a "semi-manual" method that takes quite a while to advise and place one student. As classes close, the process lengthens. Students remain in long lines, and counselors spend all their time reading printouts of course numbers. CAAAAP should allow for greater efficiency through the use of a computer program to store and match degree requirements and students' academic records. Records are produced as evaluation reports that show graduation requirements and each student's progress in completing these requirements. The CAAAAP should also provide students with immediate feedback for their personal choices. A review of university resources indicates that the hardware is in place, and only the software is needed. Seven design principles are outlined for the recommended implementation of CAAAAP. (Contains 11 references.) (SLD)

ED 451 766 HE 033 894

Funding Higher Education in England: How the HEFCE Allocates Its Funds. The Annual Funding Cycle. Guide.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Financial Support; Foreign Countries; *Grants; *Higher Education; *Resource Allocation
IDENTIFIERS- *England

This guide explains the principles that underpin the allocation of funding by the Higher Education Funding Council for England (HEFCE) and explains the components of an institution's grant. Each March the HEFCE announces the grant for the following academic year to each university and college it funds. Formulas are used to determine how most of the money is allocated between institutions. These take into account certain factors for each institution, including the number and type of

Integrated Approach to the Age Old Pursuit" (Diana L. Sharp and G. Gary Grace); (11) "Planning the Co-Curricular Component" (Gretchen Warner Kearney and Stephen P. McLaughlin); (12) "Integrating Academic and Facilities Planning" (Dilip M. Anketell); (13) "Connecting Academic Plans to Budgeting: Key Conditions for Success" (Thomas K. Anderes); and (14) "Linking Quality Assurance and Accountability: Process and Performance Indicators" (Brian P. Nedwek). Each chapter contains references. (SLD)

ED 451 786 HE 033 915

Cunningham, Alisa Federico; Parker, Thomas
State of Diffusion: Defining Student Aid in an Era of Multiple Purposes.
SPONS. AGENCY- Ford Foundation, New York, NY.; Education Resources Inst., Boston, MA.
PUB DATE- 99
NOTE- 41p.; Prepared for the New Millennium Project on Higher Education Costs, Pricing, and Productivity.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; *Educational Finance; Educational History; Educational Policy; *Higher Education; Paying for College; *Policy Formation; *Student Financial Aid

This report describes the development of student aid policies and explores the multiple purposes toward which various types of aid are now directed. The transformation of student aid has occurred over three periods, a national economic era from the end of World War II to the mid-1960s, a universal access era lasting through the 1970s, and a diffusion of purposes era since the early 1980s. These purposes may be broadly defined as: (1) encouraging access and choice for qualified needy students through student aid; (2) furthering persistence toward a degree; (3) promoting affordability for lower-income students; (4) promoting affordability for middle-income students; (5) rewarding student scholarship; (6) targeting specific groups and priorities; (7) improving institutional financial and administrative accountability; (8) managing institutional enrollment; and (9) redistributing state taxpayer revenue. Identifying the overlap and competition among the multiple purposes of student aid is not just an analytical exercise; the diffusion has had the practical effect of creating a splintered constituency of beneficiaries and political interests who have a stake in existing financial aid policies. Reviewing these purposes, policymakers must consider whether the vehicle of postsecondary educational opportunity should be used to accomplish purposes that are secondary to the achievement of opportunity. (Contains 7 tables, 9 figures, and 84 references.) (SLD)

ED 451 787 HE 033 916

Wellman, Jane V.
Contributing to the Civic Good: Assessing and Accounting for the Civic Contributions of Higher Education. The New Millennium Project Working Paper.
SPONS. AGENCY- Ford Foundation, New York, NY.; Education Resources Inst., Boston, MA.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English

doctorates. The largest number of doctorates awarded was in the broad field of life sciences, in which 8,540 Ph.D.s were earned. Women received 17,856 doctorates, or 41.8%, the highest percentage ever for women. U.S. citizen racial minorities earned 14.7% of the doctorates earned by U.S. citizens in 1998, the largest percentage ever. The median time to receiving the doctorate since earning the baccalaureate was 10.4 years in 1998, with median time to degree since first enrollment in any graduate program being 7.3 years. The typical Ph.D. recipient was just under 34 years of age at the time the degree was conferred. Three in five (60.6%) of all doctorate recipients in 1998 reported fellowships or teaching/research assistantships from programs or institutions as their primary source of financial support for graduate education. Only half of the doctorate recipients reported educational indebtedness at the time of graduation. Almost 70% of new doctorate recipients reported definite postgraduate commitments for employment or study. (Contains 15 figures and 47 tables.) (SLD)

ED 451 806 HE 033 936

Directory of TRIO Programs, 2000-2001.
PUB DATE- 01
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Graduates; *College Students; *Disadvantaged Youth; Enrollment; Ethnicity; *Federal Programs; Financial Support; Higher Education; *Low Income Groups; Racial Differences
IDENTIFIERS- *TRIO Programs

The institutions and agencies in this directory sponsor federally funded TRIO programs that enable students from low-income families to enter college and graduate. The TRIO programs (originally only a "trio" of programs) include Talent Search, Student Support Services, Upward Bound, Upward Bound Math and Science, Veterans Upward Bound, Educational Opportunity Centers, and the Ronald E. McNair Post-Baccalaureate Achievement Program. Students in the TRIO programs mirror the multicultural and multiethnic U.S. society. Thirty-nine percent of TRIO students are White, 36% are African American, 16% are Hispanic, 5% are Native American, and 4% are Asian American. Sixteen thousand TRIO students are disabled, and more than 25,000 U.S. veterans are currently enrolled in TRIO programs. This directory lists all institutions and agencies that sponsor federally funded TRIO programs. For easy access, institutions and agencies are listed by state and by program. (SLD)

ED 451 807 HE 033 937

Tranquada, Robert E.
The Compensation Committee. Effective Committees. Board Basics.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Presidents; *Committees; *Compensation (Remuneration); *Fringe Benefits; Higher Education; Income; Private Colleges; *Professional Recognition; Public Colleges;

IDENTIFIERS- *South Carolina State University

This bibliography represents independent inquiry and scholarly research produced by South Carolina State University students from 1950 through 2000. It includes: (1) dissertations; (2) theses; (3) problems in lieu of theses; and (4) projects. The 231 dissertations are listed alphabetically by authors only. The other 165 projects and theses and 26 problems in lieu of theses are listed alphabetically by authors and by broad subject areas. Projects are designated "project" at the end of the citation. An index is also available by author. Research publications for the Educational Specialist (Ed.S.) degree are not included in this bibliography. (SLD)

ED 451 827 IR 058 080

Nixon, Carol, Comp.
Computers in Libraries Annual Conference (16th, Washington, DC, March 14-16, 2001): Collected Presentations.
PUB DATE- 01
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Electronic Journals; Information Technology; *Libraries; Library Administration; Library Catalogs; Library Collection Development; Library Equipment; Library Materials; Library Networks; Library Planning; Library Services; *Library Technical Processes; Multimedia Materials; Online Catalogs; Preservation
IDENTIFIERS- Digital Technology

This book contains the presentations of the 16th annual Computers in Libraries Conference. Contents include: "Creating New Services & Opportunities through Web Databases"; "Influencing Change and Student Learning through Staff Development"; "Top Ten Navigation Tips"; "Library of the Year: Gwinnett County Public Library Sets Strategies for the Future"; "Home (Page) Improvement: Employing Usability Studies and Dynamic Scripting To Assess and Improve Accessibility and Layout"; "Finding Our Way: Libraries as Community Search Engines"; "Why Won't My Mouse Work?"; "Forging Partnerships between Libraries and Academic Computing"; "The Wireless Student In or Out of the Library"; "Information Literacy in Six Dimensions: A Profile of the Library for a New Millennium"; "Maximizing Accessibility & Minimizing Vulnerabilities: Configuring Public Access Workstations"; "XML in Action: An Overview of XML Today"; "Intelligent Interlinking of Electronic Resources"; "Lessons Learned Associating and Developing Specialized Terminology Schema for a Web Database at the National Agriculture Library"; "The Retooled Box"; "The Low-Maintenance Approach To Keeping Your Web Site Useful and Up-to-Date, or How NOT To Use Every Spare Minute To Keep Your Web Site Current"; "eBooks: Library Experiences"; "Digital Licensing Resources"; "Digitizing Legacy Materials: Early Usage Trends in the JSTOR Archive"; "The Armored Desktop Computer: Blocking Crackers, Hackers & Snoopers"; "Who Dunnit? And Other Web-Based Activities"; "Is There a Future for Dublin Core and Metadata in a Practical World?"; "Down the Drain: Politics of Content Delivery"; "Systems: Tools and Techniques: Tracking and Reporting"; "Maximizing Multiple Intelligences through Multimedia: A Real Application of Howard Gardner's Theories"; "The Longevity of Images & Digital Preservation"; "Library Jargon as a Factor in Information Design for Web Usability: Survey Report (Summary)"; "Ask a Librarian Live"; "Interactive and Smart Training for the Internet and Intranets"; "'Information Power' and Library Media

Kurjata. Wayne Peterson, Editor-in-Chief.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Adult Education; *Adult Literacy; Developed Nations; Educational Improvement; Family School Relationship; Foreign Countries; Holistic Approach; *Lifelong Learning; *Literacy Education; *Parents as Teachers; Postsecondary Education; Prenatal Influences; Preschool Education; Secondary Education; Theory Practice Relationship
IDENTIFIERS- *British Columbia

The theme of this issue is lifelong learning. Contents include a message introducing the publisher's Chief Executive Officer, Devron Gaber, and letters to the editor. A guest editorial, "Lifelong Learning For All: A National, Social, Corporate, and Personal Imperative for the Knowledge-Based 21st Century" (Ron Faris), considers how several nations have adopted the lifelong learning concept as a means of meeting massive economic and social challenges; focuses on the foundational issues of prenatal and preschool provision and places them within the wider context of lifelong learning; and calls for British Columbia (BC) to continue to lead the way toward a "learning Canada." "The Great Challenge for BC: Lifelong Learning for All" (Kjell Rubenson) examines, from an international perspective, some major lifelong learning issues believed to be those that BC needs to address. "Family Learning: Some Reflections" (Carol Matusicky) focuses on the state of families and their crucial importance as the first and most vital workshop for learning. "A New Architecture for Lifelong Learning" (Carol Matthews) emphasizes the seamless nature of learning and the need to adopt more holistic perspectives as learning opportunities are organized and delivered. "A voice from the past: Organizing for Lifelong Learning" (Roby Kidd), identifies 12 principles to govern the organization of lifelong learning that have stood the test of time. (YLB)

ED 451 335 CE 081 401

Funding for Inmate Academic and Vocational Programs. Florida Corrections Commission 1999 Annual Report, Section 8.
PUB DATE- 00
NOTE- 13p.; Lead Analyst: Maxine J. McConnell.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Adult Basic Education; Adult Education; *Correctional Education; *Correctional Rehabilitation; Distance Education; Education Work Relationship; *Educational Finance; Federal Aid; Juvenile Justice; Literacy Education; *Outcomes of Education; Prisoners; Privatization; Program Effectiveness; Special Education; *State Programs; *Vocational Education; Youth Programs
IDENTIFIERS- *Florida; Return on Investment

The Florida Department of Corrections (DC) offers a variety of academic and vocational programs to a limited number of inmates. Funding is discretionary and provided through state general revenue, nine federal grants, and the Inmate Welfare Trust Fund. Profiles of typical Florida inmates indicate almost 75 percent of the inmate population test at a ninth-grade level or below and at or below basic literacy skills. Academic and vocational training for Florida inmates has yielded these positive results: a "return on investment" to taxpayers of $1.66 for every dollar spent; and fewer major discipline

ED 451 352 CE 081 478

Caswell, Cal
First Annual Mock Job Fair "Gateway to Success," Federal Correctional Institution, Terminal Island. Summary Report and Evaluation.
SPONS. AGENCY- Federal Bureau of Prisons (Dept. of Justice), Washington, DC.
PUB DATE- 98
NOTE- 16p.; For the "Mock Job Fair" handbook, see ED 445 186.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Correctional Education; *Correctional Institutions; Employer Attitudes; *Employment Potential; Employment Services; *Job Applicants; *Job Search Methods; Needs Assessment; Prisoners; *Program Effectiveness; Program Evaluation; Self Esteem; Student Motivation
IDENTIFIERS- *Job Fairs

A "Gateway to Success" Mock Job Fair Program was conducted at Federal Correction Institute, Terminal Island. Prior to participation, inmates and employers were administered a pre-program needs assessment questionnaire to determine expectations. Results of the program evaluations (completed by inmates and employers) documented a need for future programs such as this one. The inmates unanimously felt they were better prepared for a job search upon release as a result of program participation. The inmates' self-esteem and confidence developed and expanded. Local employers were pleasantly surprised and impressed at how well the inmates were prepared and how motivated they were to return as productive, working members of society. Recommendations were to expand the program to include other inmates and additional industries and to develop mock job fair projects at other facilities in the federal prison system. (Appendixes include the pre-program assessments and job fair evaluations with tabulated results.) (YLB)

ED 451 353 CE 081 479

Wildemeersch, Danny, Ed.; Finger, Matthias, Ed.; Jansen, Theo, Ed.
Adult Education and Social Responsibility: Reconciling the Irreconcilable? 2nd Revised Edition. Studies in Pedagogy, Andragogy and Gerontagogy, Vol. 36.
PUB DATE- 00
NOTE- 252p.; German ISBN: 3-631-36016-9.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; *Adult Education; Adult Literacy; *Citizenship Education; Community Education; Conceptual Tempo; Developed Nations; Developing Nations; Economic Development; Economic Factors; *Empowerment; Foreign Countries; Global Approach; Labor Education; Lifelong Learning; Literacy Education; Needs Assessment; Social Action; *Social Responsibility; Sustainable Development; Theory Practice Relationship; Transformative Learning
IDENTIFIERS- Belgium; Canada; France; Netherlands; South Africa; Switzerland; United Kingdom; United States

In this book, 16 authors from Europe, Africa, and the United States reflect on the transformations that are currently taking place in the field of adult and continuing education. The 12 chapters are "Reconciling the Irreconcilable? Adult and

"Basic Skills Needed for Entry-Level Internet Jobs" (Krystie Grubb); "Integrating Technology to Support Constructivist Learning" (Lisa Gueldenzoph); "Creating a Client-Server Application with FrontPage 2000 and Access 2000" (Margaret Baumann, Ellis Hayes); "Going the Distance" (Elizabeth Hodge); "Incorporating Service Learning in the Business Classroom" (Thelma King); "Distance Learning in the New Millennium: A Perspective from Both Sides of the Desktop" (Cynthia Miller); "Website Design Considerations" (Bonnie Skelton); "Introduction to Microsoft Access 2000" (Bonnie Skelton); "Developing Leadership Skills for Teaching" (Randall Wells, Clarence White); and "What North Carolina Teachers Already Know about E-Commerce" (Scott Williams). (KC)

ED 451 370 CE 081 516

Kegan, Robert; Lahey, Lisa Laskow
How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation.
PUB DATE- 01
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Attitude Change; Change Agents; *Change Strategies; *Communication (Thought Transfer); Educational Change; *Individual Development; Leadership; Leadership Responsibility; Leadership Training; Organizational Change; Organizational Climate; Organizational Development; Professional Development; *Resistance to Change; *Transformative Learning; Work Environment
IDENTIFIERS- *Self Talk

This book proposes the possibility of "extraordinary change" in individuals and organizations and suggests a source of "boundless energy" for bringing those changes into being. That source is freed by removing internal barriers to change within oneself. It provides personal experiences of transformational learning to introduce the reader to a new technology of leadership. The four chapters of part One take the reader through a step-by-step process to build a customized version of a new technology, a new "mental machine," for personal learning using four "transformative languages" that change communication in these ways: (1) from the language of complaint to the language of commitment; (2) from the language of blame to the language of personal responsibility; (3) from the language of "New Year's Resolutions" to the language of competing commitments; and (4) from the language of big assumptions that really hold one (as opposed to one holding them) to the language of assumptions that one really holds. The three chapters of part Two introduce the reader to these three more languages that one can use to maintain and upgrade the "mental machine": (1) from the languages of prizes and praising to the language of ongoing regard; (2) from the language of rules and policies to the language of public agreement; and (3) from the language of constructive criticism to the language of "deconstructive" criticism. (KC)

ED 451 371 CE 081 517

Garrison, D. Randy; Archer, Walter
A Transactional Perspective on Teaching and Learning: A Framework for Adult and Higher Education. Advances in Learning and Instruction Series.

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations; Allied Health Occupations Education; Coordination; *Educational Change; *Educational Cooperation; *Outcomes of Education; Postsecondary Education; Program Implementation; Questionnaires; Research Methodology; *Research Needs; Secondary Education

This report presents the implementation plans recommended by the Implementation Task Force (ITF) of the National Commission on Allied Health (NCAH) and reviews the purpose, goals, and impact of each plan. Chapter 1 introduces the NCAH and ITF and provides an overview of the role of allied health in today's health care environment and how that role relates to NCAH's and ITF's goals of fostering education reform, outcomes research, and collaboration. Chapters 2-4 each focus on one of these goals. In chapter 2, which focuses on education, section 1 provides an overview of the forces shaping change in allied health education and of the issues that must be addressed by educational reform, and section 2 presents the strategies ITF selected to advance NCAH education recommendations. In chapter 3, which is on outcomes research, section 1 summarizes the need for assessment data on allied health services, types of research needed, and obstacles to be overcome; and section 2 presents the strategies ITF selected to advance the research needed as an objective foundation for future change. The focus of chapter 4 is collaboration. Section 1 identifies principal areas where collaboration is needed and explains why, and section 2 presents implementation plans ITF developed to advance collaboration in support of shared values. Appendixes include 34 references; survey mailing list, respondents, and instrument; and glossary. (YLB)

ED 451 388 CE 081 539

Symes, Colin, Ed.
Working Knowledge: Productive Learning at Work. Proceedings of the International Conference (Sydney, Australia, December 10-13, 2000).
PUB DATE- 00
NOTE- 567p.; Conference organized by Research Into Adult and Vocational Learning (RAVL) at the University of Technology, Sydney (UTS). Gleebooks, "Studies in Continuing Education," and the Faculty of Education at UTS provided some financial assistance.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Apprenticeships; Certification; *Computer Mediated Communication; Cooperative Education; Developing Nations; *Education Work Relationship; Educational Development; Educational Research; Employment; Employment Experience; Epistemology; Ethnography; *Experiential Learning; Faculty Development; Family Literacy; Foreign Countries; Handicrafts; Higher Education; Industrial Training; Informal Education; *Inplant Programs; Job Training; Literacy Education; Postsecondary Education; Secondary Education; Teleconferencing; *Vocational Education; Work Environment; Work Ethic; *Workplace Literacy
IDENTIFIERS- Argentina; Australia; Canada; China; Denmark; Netherlands; New Zealand; Norway; Ontology; Scotland; South Africa; United Kingdom; United States

This conference proceedings contains 65 presentations and 3 colloquiums from a conference that dealt with knowledge at work

It provides planning teams with an orientation to a four-component model of family literacy, community resources, planning strategies, examples of programs in Missouri, recent research findings, case study vignettes, and checklists for designing quality programs that achieve their intended goals. The 11 chapters of the program are organized in four parts. Following a glossary, Part One provides a conceptual framework for family literacy programs, including background on family literacy, the Even Start family literacy program, and program planning. Part Two examines these four components of family literacy: adult literacy education, early childhood education, parenting education, and parent and child together time. Part Three offers ideas for program operation and evaluation, including how to establish a home base and a program evaluation process. Part Four contains a chapter listing resources for assistance with program components, related World Wide Web sites, Missouri organizations and foundations, and a list of 21 references. (KC)

ED 451 404 CE 081 575

Padak, Nancy; Sapin, Connie
Collaboration: Working Together To Support Families. Program Resources.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Change Agents; Check Lists; *Community Resources; *Cooperation; Early Childhood Education; Educational Change; Educational Resources; *Family Literacy; Family Needs; Family School Relationship; Master Plans; Participative Decision Making; *Partnerships in Education; Program Development; *Services; *Social Support Groups; Strategic Planning
IDENTIFIERS- Stakeholders

This paper discusses collaboration as a process that can be used to support adult learners and families. The article distinguishes between collaboration, coordination, and cooperation; suggests ways to find collaborators; lists factors that promote or hinder collaboration; and provides guidelines for working with collaborators. A section on how to do stakeholder mapping (a method used to assess the possible impact of all stakeholders on a given set of goals or a specific plan of action in order to manage change, anticipate opposition from dissatisfied groups, and identify outsiders who may support the change), and a list of eight critical characteristics of successful community collaborators is included. The paper also contains a self-assessment form for rating 18 facets of collaborative behavior and a partner survey to determine the state of communication among collaborators. (KC)

ED 451 405 CE 081 579

Book of Readings. Delta Pi Epsilon National Conference Proceedings (1999).
PUB DATE- 99

Using Real World Projects To Help Students Meet High Standards in Education and the Workplace. Site Development Guide #11. High Schools That Work.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 00
NOTE- 23p.; For site development guides #1-#10, see ED 381 693-698, ED 404 538, and CE 081 668-670.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; Case Studies; *Classroom Techniques; Definitions; *Discovery Learning; Education Work Relationship; Educational Practices; Educational Research; Educational Resources; Employment Qualifications; *Experiential Learning; Futures (of Society); High Schools; Integrated Curriculum; Internet; Learning Activities; Mathematics Instruction; Models; Partnerships in Education; Program Effectiveness; Program Evaluation; Program Implementation; Resource Materials; Scaffolding (Teaching Technique); School Community Relationship; Science Instruction; Skill Development; Staff Development; State Standards; Student Experience; Student Motivation; *Student Projects; Su Authentic Learning; California; Louisiana; North Carolina; Oregon; Washington
IDENTIFIERS- Authentic Learning; California; Louisiana; North Carolina; Oregon; Washington

This document provides a framework for academic and career/technical teachers who want to raise students' achievement through real-life projects reflecting the rigorous academic and technical standards needed for further learning in the workplace and postsecondary education. The document begins with definitions of the six A's of project-based learning (authenticity, academic rigor, applied learning, active exploration, adult relationships, and assessment). The following core principles of project-based learning are discussed: (1) see the whole before practicing the parts; (2) study content and apply it to real problems; (3) learn by observing, trying out, and reflecting on how experts do things; and (4) make schoolwork more like real work. Questions for evaluating implementation of the six A's of project-based learning are listed along with the following action steps for translating research into action: (1) identify specific things students will learn through the project; (2) define an essential question/concept; and (3) design "scaffolding" (activities, access to resources, knowledge and skills, and assessments) to support learning. The following items are also included: suggestions for building a repertoire of teaching skills; sources of staff development and technical assistance; a list of World Wide Web resources; profiles of five successful project-based learning programs; and a detailed example of gauging a project's effectiveness. (MN)

ED 451 421 CG 030 567

A State Guidance Leadership Implementation and Resource Guide: A Companion to the National Framework for State Programs of Guidance and Counseling.
PUB DATE- 00
NOTE- 191p.

An array of people including police officers, detectives, social workers medical personnel, and psychologists, will find the series to be useful. Currently, there are 13 guides in the series, each addressing a specific aspect of investigating a suspected case of child abuse or neglect. Subjects covered include the recognizing of injuries caused by abuse; collecting evidence; interviewing victims and witnesses; formatting multidisciplinary investigative teams; and learning about the use of computers in the sexual victimization of children. An extensive list of resources for professional training, technical assistance, and support is included. (JDM)

ED 451 442 CG 030 810

Chamberlain, Patricia
Treatment Foster Care. Family Strengthening Series. Juvenile Justice Bulletin.
PUB DATE- 98
NOTE- 13p.; Funding provided by the National Institute of Mental Health, Violence and Traumatic Stress Research Branch.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; *Community Programs; *Delinquency; Family Programs; Family Relationship; *Foster Care; *Juvenile Justice; Peer Influence; Peer Relationship; Prevention; Program Development; Social Problems; Violence

Increases in delinquency and violence among adolescents in the last decade are rooted in a number of interrelated social problems that may originate within the family structure. This publication is one of several in the "Family Strengthening Series" that describes the effectiveness of family intervention programs and provides resources to families and communities. Research has shown that association with delinquent peers is a strong predictor of future involvement in delinquent and violent behavior. The Treatment Foster Care (TFC) Program was developed as an alternative to residential and group care placement for serious and chronic juvenile offenders. The program is designed to reduce an adolescent's exposure to other delinquent youth. The program places juvenile offenders who require residential treatment with foster families who are trained to provide close supervision, fair limits, consistent consequences, and a supportive relationship. TFC parents are part of the treatment team along with program staff. TFC parents implement a structured, individualized program designed to build on the adolescent's strengths and to establish clear rules, expectations, and limits. An overview of the TFC model is presented, which describes the planning and implementation; funding; staffing and training; selection of program participants; and program evaluation. (Contains 2 tables and 22 references.) (JDM)

ED 451 443 CG 030 811

Le, Trang Ngoc
Review of the Literature on Asian American Mental Health Issues.
PUB DATE- 01
NOTE- 79p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Asian Americans; Client Characteristics (Human Services); *Counseling; Cultural Influences; Cultural

survey. Findings indicated that the factor structures were similar across all three populations, and as expected, the CRISEE scales were strongly associated with the suggested outcome variables. (Contains 5 tables and 65 references.) (JDM)

ED 451 463 CG 030 844

McCarthy, Christopher J.; Lambert, Richard G.; Curlette, William L.; Seraphine, Anne E.; Beard, Michelle
Factor Structure of the Preventive Coping Resources Inventory and Its Relationship to Existing Measures of Stress and Coping.
PUB DATE- 01
NOTE- 44p.; Paper presented at the Annual Convention of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Coping; *Emotional Response; Higher Education; Influences; Interpersonal Competence; Measurement Techniques; *Measures (Individuals); *Psychometrics; *Self Esteem; Test Reliability

This paper provides evidence for the reliability and validity of the Preventive Coping Resources Inventory (PCRI) instrument designed to measure coping resources useful for prevention based on previous research. It specifically looks at the construct validity of the PCRI; the convergent and discriminate validity of the PCRI with related constructs; and the criterion-related validity of the PCRI as a predictor of perceived stress levels and symptomatology. Data was collected from 252 undergraduate students from a large Southwestern university. Analysis conducted supported the construct validity of three of the six hypothesized preventive resources: perceived control, self-confidence, and social comfort. Further analysis is needed to determine whether the three scales (self-acceptance, organization, humor) that were not supported in the factor analysis should be included as dimensions of preventive coping resources. In general, the factor and scale scores of the PCRI correlated with higher coping resources than with other closely related constructs. Overall, findings suggest that the PCRI may provide meaningful factors useful for preventive coping such as perceived control, self-confidence, and social comfort. Further exploration is needed to determine if the scales of the PCTI are distinct from other coping instruments in measuring resources that are most useful for prevention. (Contains 53 references.) (JDM)

ED 451 464 CG 030 846

Galinsky, Nadine
When a Grandchild Dies: What To Do, What To Say, How To Cope.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Conference of the Association for Death Education and Counseling (Toronto, Ontario, March 28-April 1, 2001)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bereavement; *Death; Family Relationship; Family

PUB DATE- 01
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; *Discussion Groups; Instructional Effectiveness; Intermediate Grades; *Literature Appreciation; Reading Skills; Student Evaluation
IDENTIFIERS- *Literature Circles; *Response to Literature; Round Robin Reading; Trade Books

Many students in grades 3-5 may be reluctant to participate in literature discussion groups because they are accustomed to round-robin reading and whole-class discussions followed by individual workbook exercises. These children may require extensive instructional support to learn to participate in more independent discussions. This book describes how its author's strong belief in the value of literature discussions helped her to deal with the dilemmas of introducing a new way of "doing reading" to students in several different classrooms. The book invites teachers to join in each step of the author's literature discussion group journey--from choosing appropriate titles to integrating skills instruction and finding workable assessment methods. Along the way, it discusses the pitfalls and possibilities inherent in each step clearly and honestly, using the voices of students to show their progression from hesitant participants to strong, independent, and responsible speakers and learners. The book is divided into the following chapters: (1) "Literature Discussion Groups: An Introduction"; (2) "Why Should I Use Literature Discussion Groups, and How Do I Implement Them in My Classroom?"; (3) "Avoiding Round-Robin Discussions: The Need for Instructional Scaffolding"; (4) "Integrating Skills Instruction with Literature Discussions"; (5) "Assessing Literature Discussion Groups"; and (6) "Social and Cultural Influences on Literature Discussions." Appended are a list of discussion topics, a story map with character perspectives sheet, a student self- and peer- assessment form, and an observation grid. (Contains 65 references and 42 children's and young adult literature references.) (NKA)

ED 451 486 CS 014 331

McEwan, Elaine K.
Raising Reading Achievement in Middle and High Schools: 5 Simple-To-Follow Strategies for Principals.
PUB DATE- 01
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; High Schools; *Instructional Leadership; *Learning Processes; Middle Schools; *Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Programs; *Reading Skills; Student Needs
IDENTIFIERS- *Administrator Involvement; Student Engagement

This book offers middle and high school principals (with or without a background in reading instruction or curriculum) the tools to help teachers and lead their schools to reading excellence. The book presents the current status of student

ED 451 505 CS 217 336

Skolnick, Donna
More Than Meets the Eye: How Relationships Enhance Literacy Learning.
PUB DATE- 00
NOTE- 174p.; Foreword by Ralph Fletcher.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Elementary Education; *Language Arts; *Literacy; *Reading Instruction; *Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- Student Engagement

Why does one classroom hum with productivity and enthusiasm and the one next door sag under the weight of the work? To understand the invisible forces within a classroom of busy children, people must look beneath the surface to the relationships that shape behavior and determine daily patterns of teaching and learning. This book focuses on the web of relationships that define the classroom environment: the relationship between teacher and student; the relationship between and among the students; the relationship between the teacher and the reading-writing curriculum; and the relationship between the student and the reading-writing curriculum. Citing recent research and classroom examples, the book illuminates the importance and potential of each of these key relationships and offers practical, classroom-tested ways to build and strengthen them. It strives for a deeper understanding of what supports readers and writers as they grow. Following a Foreword (Ralph Fletcher), chapters in the book are: (1) The Role of Relationships in Literacy Learning; (2) The Relationship between the Teacher and the Student; (3) Getting to Know Each Child; (4) The Relationships between and among the Students; (5) Developing a Sense of Membership; (6) The Relationship between the Teacher and the Curriculum; (7) Making Our Reading and Writing Visible in the Classroom; (8) The Relationship between Students and Curriculum; (9) Nurturing the Relationship between Students and Literacy; and (10) Other Relationships That Affect Our School Lives. Contains an Epilogue, a 55-item bibliography, and a 15-item bibliography of children's literature. (NKA)

ED 451 506 CS 217 338

Gallagher, Pat; Norton, Gloria
A Jumpstart to Literacy: Using Written Conversation To Help Developing Readers and Writers.
PUB DATE- 00
NOTE- 78p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Primary Education; Student Writing Models; *Teacher Response; Teaching Methods; *Writing Difficulties; Writing Evaluation; *Writing Instruction

Suggesting that, given the right tools and encouragement to do so, all children will write, this book describes the technique of "written conversation" in which two partners write back and

Standards for Teaching English Language and Literacy in Australia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *English Instruction; *English Teacher Education; *Evaluation Research; Foreign Countries; *National Standards; Program Design
IDENTIFIERS- *Australia

In 1998, the Australian Research Council provided funding for a three year research project to develop professional standards and assessments for the English teaching profession. The project team is a consortium of researchers from three major universities together with the two national English teaching associations and representatives from state government education departments. In this paper, two of the researchers, Margaret Gill and Brenton Doecke from Monash University, and a teacher, Doug McClenaghan, reflect on the collaborative nature of the project and the central role the profession itself is playing in developing and validating nationally recognized sets of standards which will define what both the beginning and accomplished English teacher should believe, know, and be able to do. (Contains 13 notes.) (Author/EF)

ED 451 529 CS 217 496

Di Renzo, Anthony
The Great Instauration: Restoring Professional and Technical Writing to the Humanities.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Humanities; Personnel Selection; Program Design; Program Development; Program Implementation; Small Colleges; *Technical Writing
IDENTIFIERS- *Bacon (Francis)

If you wish to start an undergraduate professional and technical writing (PTW) program at a small liberal arts college, you will find good arguments for your project in the educational writings of Sir Francis Bacon. This paper gathers some of Bacon's educational ideas from various writings and applies them to the five stages of undergraduate program development: planning, implementation, mission, design and development, and staffing and administration. Unlike other Renaissance Humanists, Bacon located the New Learning (what we now call the humanities) within the related contexts of scientific discovery and invention and professional training and development. His treatise, "The Advancement of Learning," proposes to draw knowledge from and apply knowledge to the natural and social world. Bacon's curricular ideas can benefit emerging PTW programs in the humanities in three ways: They make a convincing apologia for most English departments and writing programs, wed humanistic education to public service, and provide a rich but practical theoretical framework for program

Publications Guidelines, Sample Ad Contract, and Sample Style Book); and (4) Worksheets and Handouts (materials cover General Journalism, Middle/Junior High, Newspaper, Photography, and Yearbook). (RS)

ED 451 551   CS 510 418

McConnell, Terry; Sprouse, Harry W.
Video Production for School Library Media Specialists: Communication and Production Techniques. Professional Growth Series.
PUB DATE- 00
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *Media Specialists; *Production Techniques; Public Schools; *School Libraries; *Student Participation; *Videotape Recordings
IDENTIFIERS- *Video Production

This book aims to help show school librarians how camcorders and other video production equipment can help them communicate more effectively with students, teachers, parents, and administrators. The book sees video production as an integral part of a library media center program because learning how to produce videos is an excellent way to learn how to communicate. It suggests that video production is an instructional tool that can help in achieving traditional school library media center goals, such as encouraging reading, writing, and research. The book is divided into the following chapters: (1) Communication Theory and Visual Literacy; (2) Scriptwriting; (3) Audio and Video Plugs and Jacks; (4) The Camera; (5) Lighting; (6) Linking Computer and Video; (7) Switchers and Mixers; (8) Video Editing; (9) Presenting a Videotape; (10) The TV Studio for the School TV News Show; (11) Video Production Troubleshooting; (12) Learning, Instructional Design, Research, and Video Production; (13) Training Students for Video Production; (14) Working with Student Talent; (15) Organizing the School TV News Show; (16) The Instructional Value of the School TV News Show; (17) The Library Media Center Orientation Video; (18) Student-Produced Video Book Talks; (19) The Computer/Video Research Project; (20) Video Animation Projects; (21) Copyright and Other Permission; (22) Video Production Outside School--Media Festivals and Cable TV; (23) The Video Production Hall of Fame; (24) Funding Your Program through Grants; (25) Buying Video Production Equipment; and (26) Conclusion. (Contains an extensive number of figures; a 38-item bibliography; a 14-item resource list; and an approximately 200-item glossary.) (NKA)

ED 451 552   CS 510 422

Ettinger, Blanche; Perfetto, Edda
Communication for the Workplace: An Integrated Language Approach. Second Edition. Job Skills. Net Effect Series.
PUB DATE- 01
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For

Burchard, Brendon
"Venting" in the Workplace: An Ethnographic Study among Resident Assistants.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the Western States Communication Association (72nd, Coeur d'Alene, ID, February 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Ethnography; Higher Education; *Interpersonal Communication; *Organizational Communication; Qualitative Research; *Resident Advisers; *Speech Acts
IDENTIFIERS- *Communication Patterns; Hymes (Dell); Speech Community

The term "venting" has been used interchangeably with negatively-connotated words like "outburst," "bitching," "complaining," and with more functional words like "disclosing." A literature review of venting showed that researchers have approached the term from multiple perspectives. Because of the ambiguity of what venting is or is not, why it is done or not done, and whether or not there are benefits, a study sought to identify the patterns of communication that could be referred to as "venting" in a particular speech community--the workplace. The context for studying venting is a university residence hall, and the communication is between resident assistants or advisers (RAs), who live on the floor with other students and whose main duties are to foster an atmosphere for academic, social, cultural, and emotional growth in the residence. The majority of the data collected came from observations made in the back office of the workplace and extensive interviews with RAs. Ten formal, structured interviews were conducted along with twice as many informal interviews. Data were collected only when RAs vented to other RAs. Several of D. Hymes's "Speaking" components were used as a filter for observation. Past research on venting can be categorized into two viewpoints, the "container perspective" and the "control valve perspective." The importance of this study is that it helps bridge the two perspectives through observable and accounted data meaningful to participants. Findings suggest that venting has multiple ends and is not confined to either perspective, rather it has characteristics applicable to both views. (Contains 28 references.) (NKA)

ED 451 574   CS 510 546

Carvalho, John
Whatever Works: A Test of the "Division of Labor" Component of Uses and Gratifications Theory.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Higher Education; *Internet; *Mass Media; *Mass Media Use; Media Research; Student Surveys; Undergraduate Students; Use Studies
IDENTIFIERS- Empirical Research; North Carolina; Uses and

research-based strategies and methods to enhance student learning, teaching, and school management, and to incorporate comprehensive designs in school functioning, instruction, assessment, management, and professional development. Comprehensive reform requires effective professional development programs, and includes measurable goals and performance benchmarks for student achievement. Support for reform in schools requires nurturing student, teacher, and administrator growth and involvement. Research on parental involvement suggests reforms should encourage a more substantial level of communication and engagement than in the past. Comprehensive programs utilize high-quality external support from such entities as universities with experience in schoolwide reforms and improvement. Effective reform demands adequate evaluation strategies and data collection. Meeting all the challenges posed by comprehensive school development and reform requires the coordination of material and human resources. (Discussion of each component includes a brief list of references.) (TEJ)

ED 451 593   EA 030 936

Nichols, Joe D.
The Impact of Block Scheduling on Various Indicators of School Success.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attendance; *Block Scheduling; *Discipline; *Dropout Rate; *Educational Change; Elementary Secondary Education; Foreign Countries; Government Publications; Public Schools; School Safety

This project focused on the collection and analysis of longitudinal student data generated by six high schools from a large urban school system in the Midwest. Two of the schools recently converted to a 4 X 4 scheduling structure, while 3 additional schools have used a block-8 scheduling structure for a number of years. One school maintains a traditional 6-period/55-minute class structure. Graduation, dropout, attendance, and retention rates were gathered several years before and after the schools' block conversions. In addition, student achievement data based on grade point averages and failure rates were also explored for this same time period. Matching data from the traditional school site were also gathered for comparative purposes. Results indicated several positive outcomes of the conversion to block scheduling structures. (Contains 46 references.) (DFR)

ED 451 594   EA 030 937

Norum, Karen E.
What Stories Tell: Storying and Restorying Public Education.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Department of Education Fiscal Year 2002 Budget Summary and Background Information.
PUB DATE- 01
NOTE- 112p.; For the Fiscal Year 1999 Budget Summary, see ED 415 576. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Educational Finance; Educational Philosophy; Elementary Secondary Education; Finance Reform; Government School Relationship; Resource Allocation
IDENTIFIERS- Department of Education

This document presents the U.S. Department of Education's budget for 2002. This is the first budget under President George W. Bush, and it reflects the president's goals for six areas in education: close the achievement gap, empower parents with choices, expand flexibility and reduce bureaucracy, improve elementary and secondary education, bolster postsecondary education, and redesign financial management in the department. The administration aims to close the achievement gap by increasing funds for Title I grants in order to give states and school districts additional resources to turn around failing schools, by funding a new Reading First program, by starting community learning centers that provide high-quality extended learning opportunities, and by providing for the training of more teachers. The new budget gives parents more choices by supporting charter schools and by increasing the annual contribution limit for education savings accounts, and it streamlines existing education programs to reduce bureaucracy. As regards elementary and secondary education, the new budget provides for increases in special-education grants to state programs, funds safe and drug-free schools grants, and allows teachers to deduct out-of-pocket classroom expenses. The budget also increases Pell Grant funding and allocates funds to modernize student aid delivery and management. (RJM)

ED 451 615 EA 031 003

Keeping Schools and Communities Safe: Collaborating for Healthy Children. Satellite Town Meeting #76: February 20, 2001. Videotape .
PUB DATE- 01
NOTE- 0p.; For the Spanish version, see EA 031 004.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Meetings; *Partnerships in Education; *School Community Relationship; *School Safety; Teleconferencing; Videotape Recordings
IDENTIFIERS- National Education Goals 1990

This video presents an interactive teleconference where renowned experts, local educators, and community leaders share ideas on how to improve schools and reach the National Education Goals. This Satellite Town Meeting focuses on keeping schools and communities safe. It offers an opportunity for networking those who share a commitment to building community partnerships and a common vision for educational excellence for all children. (RJM)

ED 451 616 EA 031 004

Keeping Schools and Communities Safe: Collaborating for Healthy Children. Satellite Town Meeting #76: February 20, 2001.

Pupil Personnel Services; Specialists; *State Standards
IDENTIFIERS- *Ohio

This document presents Ohio's state guidelines to assist school districts in providing appropriate educational interpreting services for students who have hearing impairments. A section on the primary role of the educational interpreter considers: necessary knowledge and skills, modes of communication, interpreting environments, testing situations, the interpreter's role on the individualized education program team, responsibilities of teachers working with interpreters, and ethical considerations. The next section is on the role and responsibilities of the school and discusses employment (licensure, recruitment, job descriptions), employment conditions (scheduling, the physical environment, and considerations for special populations such as the deaf blind), and supervision and evaluation. The following section discusses professional development including renewal of the associate license and professional development options. Appendices include a list of the responsibilities of the educational interpreter, a list of resources on educational interpreting, and a glossary of commonly used terms. (Contains 11 references.) (DB)

ED 451 637 EC 308 319

Model Policies and Procedures for the Education of Children with Disabilities. Update .
PUB DATE- 00
NOTE- 579p.; For the 1995 edition, see ED 398 720.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Confidentiality; *Disabilities; Disability Identification; Due Process; Early Childhood Education; *Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; School Districts; State Legislation; State Standards; Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Ohio

This comprehensive manual is intended to assist Ohio school districts with model policies and procedures which, when followed, will ensure compliance with the Individuals with Disabilities Education Act (IDEA) and corresponding federal and state regulations. Each of seven sections focuses on one specific topic. Within each section the applicable federal statute and/or regulation is quoted, applicable state rules are cited, procedures are specified, required and optional documentation is indicated with sample forms, individuals with primary responsibility for compliance are identified, a timeline is given when appropriate, additional resources are listed, and appendices provide ancillary information. The seven topic areas covered are: (1) free appropriate public education; (2) child identification; (3) confidentiality; (4) procedural safeguards; (5) assessment and multifactored evaluation; (6) the individualized education program and least restrictive environment; and (7) due process procedures. Among 14 appendices are guidelines for services to students parentally placed in nonpublic schools, sample building team forms, the Child Information Management System, school-age multifactored

*Interdisciplinary Approach; Knowledge Base for Teaching; *Preservice Teacher Education; Program Evaluation; Teacher Education; Toddlers
IDENTIFIERS- University of Oregon

This final report discusses the activities and outcomes of the early intervention interdisciplinary preservice program at the University of Oregon. This master's degree program used both "measurement of" and "reflection about" preservice efforts to address important questions regarding program effectiveness and identify important program characteristics related to positive student outcomes. Students in the program completed a common core of foundation and early intervention courses, participated in a variety of early intervention practica experiences, and attended a weekly practica-methods seminar. A competency-based approach was used to organize the course work content, plan practica activities, and direct, monitor, and evaluate students activities. The general goal of this competency-based personnel preparation program was to prepare students from a variety of backgrounds to provide quality intervention services to infants and young children at risk, or who have disabilities, and their families. Program evaluation data indicate students and supervisors recognized growth in knowledge and skills across competency areas. The report describes the program, reviews the specific evaluation tools used to measure program effectiveness, and shares the evaluation results across a 5-year period. In addition, the report highlights program components that were considered to be critical in relationship to positive student outcomes. (Contains 26 references.) (CR)

ED 451 657   EC 308 340

Sorenson, Barbara R., Comp.
Readings and Resources on Autism: Update 2001. ERIC Mini-Bib EB13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; For a previous version of document, see ED 392 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adults; *Autism; *Behavior Modification; Children; Childrens Literature; *Coping; Elementary Secondary Education; Employment; *Etiology; Family Life; Family Problems; Individualized Education Programs; Preschool Education; Siblings; *Teaching Methods; Time Management; Videotape Recordings
IDENTIFIERS- Aspergers Syndrome; Behavior Management; Social Skills Training

This mini-bibliography lists readings and resources relating to children and adolescents with autism. It includes annotated bibliographies for sources that address: (1) social skills training for children and adolescents with autism; (2) Asperger syndrome; (3) Individualized Education Programs for students with autism; (4) teaching strategies for working with students with autism in academic, organizational, time management, and social skills; (5) family problems and coping with autism; (6) siblings of children with autism; (7) preschool education for students with disabilities; (8) the Eden Model of probing comprehensive behaviorally based service to children and adults with autism; (9) behavior management strategies; (10) the etiology of autism; (11) treating autism spectrum disorders;

DC.
PUB DATE- 01
NOTE- 90p.; For previous edition, see ED 432 074.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); Agency Cooperation; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Legislation; Eligibility; Family Involvement; Federal Legislation; Financial Support; Individualized Education Programs; Individualized Family Service Plans; National Surveys; Outcomes of Education; Personnel; *Preschool Education; Program Administration; *Special Education; Statistical Data; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act Part B

This report describes services provided under the Preschool Grants Program for Children with Disabilities (Section 619 of Part B) of the Individuals with Disabilities Education Act (IDEA). It presents current and/or historical information for all 50 states, the District of Columbia, and Puerto Rico, which are all eligible to receive Section 619 funds. The information presented in this edition was gathered and updated through December 2000. Extensive tables provide statistical and other data on: (1) administration; (2) funding; (3) interagency coordination; (4) personnel; (5) transition; (6) initiatives for special populations; (7) accreditation and monitoring; (8) use of Individualized Education Programs and Individualized Family Service Plans; (9) family-centered services; (10) outcomes measures; (11) pre-kindergarten initiatives; (12) eligibility classifications and criteria for young children under Part B of IDEA; (13) special education mandates and legislation; and (14) preschool program data. The appendices contain contact information for the state coordinators and outlying jurisdictions, as well as preschool specific information from the "Twenty-Second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act" by the U.S. Department of Education (2000). (SG)

ED 451 676 EC 308 437

Meiner, Joan; Shackelford, Jo; Hargrove, Elisabeth; Daulton, Deb
Resources Related to Children and Their Families Affected by Alcohol and Other Drugs. 3rd Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 30p.; Second printing March 1998. Original contract number: H024-A-60001-96.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agency Cooperation; Alcohol Abuse; Clinical Diagnosis; Delivery Systems; *Disabilities; Drug Abuse; Family Involvement; *Family Programs; Federal Programs; Financial Support; Incidence; *Information Sources; National Organizations; Organizations (Groups); Prenatal Drug Exposure; Prenatal Influences; Public Agencies; Services; *Substance Abuse; Young Children

This document identifies resources that serve young children and their families affected by alcohol and other drug use. The resources are organized into three sections: National Training and Information Resources, State Programs and Agencies, and a detailed overview of the methodology used in this study. Parents' comments on support and lack of support for their choice of Irish as the language of the home and their "modus operandi" and on various positive and negative aspects of raising their children through Irish. The findings of this study, limited to the small sample size, are compared with a larger and more systematic and comprehensive general 1999 study on families raising their families through Irish by Nic Ghiolla Phadraig. (KFT)

ED 451 699   FL 026 570

Ruddock, Karen
An Argument for the Use of Authentic Texts with Beginners of Japanese as a Foreign Language. CLCS Occasional Paper No. 58.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communicative Competence (Languages); Elementary Secondary Education; Higher Education; *Japanese; Learning Strategies; Second Language Instruction; *Second Language Learning; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Authentic Materials

This paper argues that the use of Japanese authentic texts in the Japanese second language classroom is superior to using texts written for pedagogical purposes. Authentic texts are very useful teaching tools, even for beginners. They are more interesting, because they have been written for a communicative purpose and their content promotes the desire to acquire greater fluency. Authentic texts also motivate the learner to learn to read Japanese characters from the beginning of instruction. The paper discusses the learning of Japanese orthography. Communicative philosophy assumes that every dimension of learning should be appropriate to students needs, expectations, and experiences on the one hand and the realities of communication in the target language on the other. This can be realized through the use of authentic texts. (Contains 41 references.) (KFT)

ED 451 700   FL 026 613

A Communicative Framework for Introductory Japanese Language Curricula. Technical Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 157p.; Edited by the Washington State Japanese Language Curriculum Guidelines Committee.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Curriculum Development; High School Students; High Schools; *Instructional Development; *Japanese; *Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- United States

Teaching Japanese as a second language is relatively new in the United States. The learning experience of the Japanese language learner is typically quite different from the learner of a European foreign language. It is also more challenging for the teacher, because the support and experience base for teaching Japanese is not nearly as rich or established as that for

(143)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Computer Mediated Communication; *Cultural Awareness; Educational Objectives; *English (Second Language); Foreign Countries; Higher Education; Internet; Learner Controlled Instruction; *Preservice Teacher Education; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- Taiwan

To prepare American preservice teachers for online teaching and for reaching diverse learners, an e-mail correspondence partnership was created between American and Taiwanese university students. Students explored the theory and practice of online instruction, corresponded as "keypals" to teach the English language and American culture, and reflected upon their experiences. Through these activities, American preservice teachers acquired skill in online teaching. The article begins with an overview of the theoretical background of this topic and a review of the objectives of the program. The objectives for the preservice teachers were the following: to gain experience and practice online teaching; to establish a friendship with a student from another culture; to exchange cultural information; to improve online communication skills; and to recognize the benefits and limitations of online learning and teaching. The overall experience was a positive one, and the practice of pairing American and Taiwanese students was continued. It is argued that because it is rapidly becoming the norm for all students and teachers at the university level to be well-connected to the Internet and World Wide Web, having online teaching and learning skills is vital to both learners and teachers and will become increasingly more so. (KFT)

ED 451 722   FL 026 661

Mounier, Brenda
"Bonjour History": Materials and Ideas for Teaching Louisiana's Cajun History = "Bonjour l'Histoire": Quelques Idees, Deux ou Trois Activites, et Plusieurs Materiaux pour l'Enseignement de l'Histoire des Cadiens en Louisiane.
PUB DATE- 00
NOTE- 646p.; The accompanying 111-minute videotape (48 minutes in English, 63 minutes in French), Bonjour l'Histoire: l'Histoire des Cadiens 1604-1999, Cajun History for Kids by Kids, Grades 4-12, is not available from ERIC. The two binders and video were presented at the meeting of the Louisiana Association of Bilingual Education (Lafayette, LA, September 29-30, 2000). The production was sponsored by the Cajun French Music Association (CFMA) with Post Production by Larossini Productions in Lafayette. Technical Assistance was provided by Region IV Education Service Center, U.L. Lafayette and the Council for the Development of French in Louisiana (CODOFIL), Action Cadienne, and Northern Life Insura 1
LANGUAGE- English; French
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Background; *Cultural Maintenance; French; Grade 4; Grade 5; *Heritage Education; Intermediate Grades; *Local History; Second Language Instruction; Second Language Learning; Social Studies; Videotape Recordings
IDENTIFIERS- *Cajuns; *Louisiana

The goals of this teacher's guidebook and videotape are designed to incorporate Acadian (Cajun) history into the 4th grade

IDENTIFIERS- Access to Computers

The 2000 Campus Computing Survey, the 11th such survey, was sent to the chief academic officer at 1,176 two-year and four-year colleges and universities across the United States. By October 2000, 506 responses had been received, a response rate of 43%. New data reveal that the growing demand for technology talent across all sectors of the U.S. economy poses significant staffing challenges for U.S. colleges and universities. Respondents placed a high priority on personnel issues, and the survey data highlighted the gap in user support policies and services across all types of colleges and between the technology dependent/technology intensive campus and corporate communities. The survey data highlight the continuing challenge of information technology planning in higher education. Data suggest that there are gains in campus efforts to anticipate and plan for an array of critical information technology issues, but a careful look suggests that many of the plans may not be adequate. Overall there is more technology in the classroom, with 59.5% of all college courses using electronic mail, and 42.6% of courses using Internet-based resources. Almost one-third of college courses now have a Web page, and almost one-quarter of faculty members now have a personal Web page not linked to a specific class or course. Many more institutions now offer services on their campus Web site, as illustrated by the fact that 75.5% of the institutions participating in the survey provide online undergraduate applications. Two new survey items show great variations in campus police and practices on the issue of off-campus Internet access (ISP services) for faculty and students. Roughly two-thirds of public and private universities provide free ISP services for their students, but more than four-fifths of community colleges, roughly three-fifths of private four-year colleges, and almost half of public four-year colleges provide no ISP services for their students. Appendixes describes the methodology, contain the questionnaire, and list participating institutions. (Contains 13 figures and 19 tables.) (SLD)

ED 451 745　　　　HE 033 869

Women in Academe: Two Steps Forward, One Step Back.
PUB DATE- 00
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Development; *College Faculty; *Females; Higher Education; Promotion (Occupational); *Psychologists; *Sex Discrimination; Tables (Data)

Data from a variety of sources are presented to identify and outline issues associated with the recruitment, retention, and progress of women psychologists in their careers in academe. Women earned approximately two-thirds of the 1997 doctorates in psychology, and today they make up about 4 in 10 of the full-time psychology faculty in a four-year institution. However, women are substantially less likely to have tenure; 30% of women faculty are tenured, compared with 52% of men. Nonsupportive institutional climate continues to be a critical issue at departmental and college/university levels. Women have excelled as teachers of psychology, but some still experience bias in the evaluation of their teaching or lack of support for teaching. Women are making substantial contributions to psychological research, but continue to meet career obstacles. Women faculty, especially women of color, tend to be overburdened with service obligations such as excessive students, the subjects taught, and the amount and quality of research undertaken. After the amount of funding is determined, it is provided as a "block grant" that institutions may allocate according to their own priorities within the broad guidelines of the HEFCE. It is not expected that institutions will model their own funding models on that of the HEFCE. The method used at present was first used to allocate grants for 1997-1998. The funding cycle is described with a chart that shows the time for funding decisions. In 2001-2002, the total funding will be 4,757 million British pounds, and 3,162 million pounds of this will be allocated by the HEFCE to teaching. (Contains 13 tables and 1 graph.) (SLD)

ED 451 767 HE 033 895

Gaier, Scott E.
Increasing Alumni Involvement and Alumni Financial Support through a Student Alumni Association.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alumni Associations; College Graduates; *College Students; Financial Support; Higher Education; *Participation

This study investigated the role of alumni in the financial support of higher education, explored student involvement as a means for understanding alumni involvement, and reported on the effects of having a student alumni association. Twenty-eight of 80 alumni associations contacted participated in the survey, and each of these had a student alumni association. Representatives of these associations completed the Student Alumni Association Questionnaire online and returned a hard copy. The average age of the responding organizations was 16 years. At one end of the continuum were student alumni associations consisting of a large group of student members, and at the other end were student alumni associations restricted to a small group of student leaders. Research studies have shown that alumni who are financial contributors to their alma maters are also likely to have involvement with their alma mater. This study supported the proposition that the level of alumni involvement is linked to the basic perception and relationship of each alumna/alumnus to the alma mater. The overall conclusion from the survey is that student alumni associations are a relatively inexpensive and very effective means of educating and interacting with the student population. (Contains 27 references.) (SLD)

ED 451 768 HE 033 896

Mertz, Norma T.
Unraveling the Definitional Threads: Mentoring and Academe.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Definitions; Higher Education; *Mentors; *Professional Development; *Teacher Student Relationship

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Citizenship Education; *College Role; *Community Relations; Evaluation Methods; *Higher Education; Service Learning

This paper examines in detail how higher education serves the larger public good, focusing on how higher education assesses and accounts for its service to society. It begins with a brief description of how the civic education of students and institutional service to society are defined for the purposes of this paper. It then discusses assessment and accountability strategies, including the kinds of measures that tend to be the focus of most public reporting strategies. The civic education and service roles of higher education are not usually the focus of public reporting. When civic contributions are assessed, something else, whether service learning, campus, climate, student diversity, or "service" to the community, is measured. To build assessments of the civic contributions of higher education into reports of accountability, there are some obstacles that must be overcome. This paper identifies those obstacles and presents some strategies to build assessment and accountability capacities for the civic roles of higher education. The strategies are drawn from assessment models currently being used to measure specific dimensions of campuses' civic roles and activities. An appendix lists 14 resources for further information. (Contains 21 references.) (SLD)

ED 451 788 HE 033 918

Guide for Members of Governing Bodies of Universities and Colleges in England, Wales and Northern Ireland.
PUB DATE- 01
NOTE- 93p.; Prepared by the Committee of University Chairmen in association with the Higher Education Funding Council for England, the Higher Education Funding Council for Wales, and the Department of Higher and Further Education, Training, and Employment for Northern Ireland and in cooperation with Universities UK, The Association of Heads of University Administration and the Standing Conference of Principals.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Administrators; *College Administration; College Planning; Educational Finance; Foreign Countries; *Higher Education
IDENTIFIERS- *England; Northern Ireland; Wales

This guide is intended to assist members of governing bodies of universities and colleges of higher education in England, Wales, and Northern Ireland in the performance of their duties. The guide is divided into two parts. Part 1 is concerned with the role of the governing body. It outlines the legal status of institutions and their structures of governance and considers the responsibilities of members of governing bodies towards their own institutions, to government and Parliament, and to the wider community. Part 2 of the Guide consists of 12 appendices that provide background information about the higher education system. This information is included to help members of the governing body understand their roles in a wider context. The main duties of the governing body are discussed

Recognition (Achievement)

This booklet describes some of the practices of committees charged with setting the compensation of the college or university president or chancellor. Whether the institution is private or public, the president's income will become public information, and apart from any public relations implications, it simply makes good sense for the compensation of the chief executive to be set intelligently and responsibly with the full board's approval. The role of the compensation committee, or equivalent group, is to accomplish this objective in a way that provides for all reasonable protection of the chief executive's privacy while taking account of the significance of compensation as a means of recognizing achievement. Establishing a compensation committee is only one way of carrying out the compensation setting function, but it is important to keep the process of setting the chief executive's compensation separate from that of setting other administrative and faculty salaries. Designated committees must set goals, assess presidential performance, and survey the market. It should design the compensation package in consultation with the chief executive and the full board. The process must be established as policy by the full board and understood by the entire board as well. (SLD)

ED 451 808 HE 033 938

Student Athlete Protection Act. Hearing before the Committee on the Judiciary on H.R. 3575. House of Representatives, One Hundred Sixth Congress, Second Session.
PUB DATE- 00
NOTE- 127p.; Serial No. 112.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletics; *College Students; *Federal Legislation; Hearings; *High School Students; High Schools; Higher Education; *Prevention
IDENTIFIERS- Congress 106th; *Gambling; Nevada

This hearing was held to consider the Student Athlete Protection Act (H.R. 3575), a bill to prohibit high school and college sports gambling in all states including states in which such gambling was permitted prior to 1991. In his introductory remarks, Congressman Henry J. Hyde (Illinois) noted that gambling on sporting events is still legal in only four states, and that only one state, Nevada, offers legalized gambling on amateur sports events. The National Collegiate Athletic Association (NCAA) maintains a zero tolerance policy against sports gambling, but gambling on collegiate and other amateur sports events remains widespread. Speaking in support of the bill were Congressmen John Conyers (Michigan) and Lindsey O. Graham (South Carolina), along with basketball coach Tubby Smith, football coach Lou Holtz, and Graham Spanier, college president and NCAA representative. Also supporting the bill were the Commission of an athletic conference, James E. Delaney and Representatives Sheila Jackson Lee (Texas) and Maxine Waters (California). Speaking against the bill, and in favor of increased sanctions and enforcement by the NCAA were Representatives Shelly Berkley (Nevada) and Jim Gibbons (Nevada), Frank J. Fahrenkopf, Jr., of the Nevada Gaming Association, Bobby Siller of the Nevada State Gaming Board, and Brian Sandoval of the Nevada State Gaming Commission. An appendix contains supplemental materials submitted in support of and against H. R. 3575. The prepared statements of the witnesses are included. (SLD)

Standards"; "e-Content on a shoestring: Using the EAD Cookbook and Ebind XML To Deliver the James Scotty Reston Papers"; "What IT Takes To Make the Reference Shelf"; "Developing a Strategic Plan for Integrated Information Resources and Services"; "Cataloging with the Cooperative Online Resource Catalog (CORC)"; "CORC as a Tool for Cataloging"; "Full-Text Searching of Digital Journals and Reports: Integrated Access to Information that Researchers Need"; "E-Mail Alert Services & the Internet"; "Grant Writing for Computer Projects"; "New Age Library Instruction"; "Anywhere-Anytime Library"; "Wired or Wireless for Success: Technology, Partners and Lessons"; "Library to Go: eResources, Distributed Learners & Intelligent Interlinking"; "Strategies for Wired Academia: 'The Most Wired Campus'"; "Role of the Information Analyst in the Delivery of Content to Enterprise PDAs"; "Extending Library Services with Wireless Networking"; "Cataloging with the Cooperative Online Resource Catalog (CORC)." (AEF)

ED 451 828 IR 058 082

Avery, Elizabeth Fuseler, Ed.; Dahlin, Terry, Ed.; Carver, Deborah A., Ed.
Staff Development: A Practical Guide. Third Edition.
PUB DATE- 01
NOTE- 194p.; Prepared by the Staff Development Committee, Human Resources Section, Library Administration and Management Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Librarians; Libraries; *Library Administration; Library Development; *Library Personnel; Media Specialists; Program Development; *Staff Development; Strategic Planning; *Training

In this new, expanded edition step-by-step guidelines are provided for customizing a staff development program that is both proactive and goal-oriented. Drawing on the advice of 37 top experts with a variety of skill sets, this book presents information on how to assess a library's needs and set training goals, budget appropriately, develop a set of core competencies, and map out a program specifically for a library's individual setting. Including hands-on training guidance, 14 new chapters focus on current trends in staff development including online tutorials, technical training, customer service approaches, and mentoring. This new edition includes: realistic and relevant goal setting; program infrastructure development; incorporation of core competencies; diversity in staff development; and coaching and team skills. Enhanced with case studies and sample assessment surveys from both academic and public library settings, this edition will help libraries of all types, with staff at all levels, to deliver cutting-edge and customer-based services. Thirty-one chapters are divided into seven parts: Concepts; Building a Staff Development Program; Developing Your Staff; Making the Most of Trainers; Designing Instructional Programs; Ensuring Success; and Resources. Includes an index. (AEF)

ED 451 829 JC 010 256

Willett, Terrence

reports, higher earnings after release, more employment and staying off public assistance after release, and less recidivation. Educational services are also provided through Florida's five privatized correctional facilities and public education system. For Fiscal Year (FY) 1998-99, the DC served 32,187 inmates in academic, vocational, or special education programs at a cost of $28,407,704. For FY 1999-2000, $34,679,542 were appropriated. Innovative approaches such as distance learning show promise. Recommendations that support the DC's mission of preparing offenders for re-entry and release into society include: expand the use of the Corrections Distance Learning Network and target additional vocational programs toward DC youthful offender institutions. (21 endnotes) (YLB)

ED 451 336   CE 081 402

Visco, Ignazio
Welfare Systems, Aging and Work: An OECD Perspective.
PUB DATE- 00
NOTE- 29p.; An earlier version was presented at the Conference on "New Welfare and Social Security in Europe" (Brescia, Italy, September 10-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Baby Boomers; Cohort Analysis; Delivery Systems; Developed Nations; Economic Impact; *Foreign Countries; *Older Adults; Older Workers; Policy Formation; *Population Distribution; Population Trends; Poverty; Public Policy; *Retirement; *Retirement Benefits; *Welfare Services
IDENTIFIERS- *Europe

One of the major structural changes facing European economies is the adjustment to an older and more slowly growing population. Aging and lower fertility rates will result in a smaller proportion of the population being in the working age, especially after the year 2010. Estimates are that by 2030 there could be only 2 employed persons for every elderly person, compared with the current proportion of 3 working persons for every elderly person and about 5 workers to each elderly person in 1960. This situation is the result of the baby boom generation population moving through the age groups, of people living longer, and of the encouragement for earlier and earlier retirement. These trends will result in a strain on the welfare and retirement systems of Europe unless the trends can be changed through public policy responses. If public policy changes are made to increase the time workers are active in the labor market and to encourage workers to diversify their sources of retirement income, the strain on welfare resources can be ameliorated. (An appendix, making up half the document, profiles welfare systems in OECD countries Europe.) (Contains 10 references.) (KC)

ED 451 337   CE 081 442

Weeks, Kerri
Life Online: Resources for Students with an Intellectual Disability.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 01
NOTE- 8p.; ARIS Resources Bulletin is published quarterly. The online program and Teacher's Guide are available free of charge

Continuing Education Between Personal Development, Corporate Concerns, and Public Responsibility" (Matthias Finger, Theo Jansen, Danny Wildemeersch); "Modern Field and Post-Modern Moorland: Adult Education Bound for Glory or Bound and Gagged" (Richard Edwards, Robin Usher); "The Education of Adults as a Social Movement: A Question for Late Modern Society" (Peter Jarvis); "Flexibilization or Career Identity?" (Frans Meijers, Gerard Wijers); "Different Views on Literacy" (Max van der Kamp, Laurenz Veendrick); "Learning for Sustainable Development: Examining Life World Transformation Among Farmers" (Joke Vandenabeele, Danny Wildemeersch); "In Defense of Education as Problematization: Some Preliminary Remarks on a Strategy of Disarmament" (Jan Masschelein); "Adult Education and Training in the Framework of Reconstruction and Development in South Africa" (Astrid von Kotze); "The Transformation of Community Education" (Ruud van der Veen); "Civil Society as Theory and Project: Adult Education and the Renewal of Global Citizenship" (Michael Welton); "Empowerment and Social Responsibility in the Learning Society" (Cees A. Klaassen); and "Reframing Reflectivity in View of Adult Education for Social Responsibility" (Theo Jansen, Matthias Finger, Danny Wildemeersch). (YLB)

ED 451 354   CE 081 481

Ducatel, Ken, Ed.; Webster, Juliet, Ed.; Herrmann, Werner, Ed.
The Information Society in Europe: Work and Life in an Age of Globalization. Critical Media Studies: Institutions, Politics, and Culture.
PUB DATE- 00
NOTE- 324p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Communications; Computers; *Democracy; Developed Nations; Developing Nations; *Distance Education; *Economic Development; Education Work Relationship; Employed Women; Foreign Countries; Health Services; *Information Technology; *Job Development; Job Skills; Lifelong Learning; Organizational Development; Social Change; Social Environment; Social Influences; Social Problems; Work Environment

This book takes stock of the existing socioeconomic knowledge about a range of the core social issues of the information society. Chapter 1, "Information Infrastructures or Societies?" (Ken Ducatel, Juliet Webster, Werner Herrmann), is an introduction. Part 1, "Space, Economy, and the Global Information Society" looks at the processes of economic development and job creation related to the adaptation to and adoption of information and communication technologies (ICTs) and contains: chapter 2, "Regional Development in the Information Society" (James Cornford, Andrew Gillespie, Ranald Richardson); chapter 3, "The Use of ICTs in Large Firms: Impacts and Policy Issues (Mark Hepworth, John Ryan)"; and chapter 4, "Small Firms in Europe's Developing Information Society" (Mark Hepworth, John Ryan). Part 2, "Work and the European Information Society," provides evidence of the uneven impact and socially mediated nature of the ICT revolution on different categories of worker and contains: chapter 5, "New Organizational Forms in the Information Society" (Gerhard Bosch, Juliet Webster, Hans-Jurgen Weisbach); chapter 6, "Today's Second Sex and Tomorrow's First? Women and Work in the European Information Society" (Juliet Webster); and chapter 7, "Toward the Learning Labor Market" (Ken Ducatel, Hanne Shapiro, Teresa Rees, Claudia Weinkopf). Part 3, "Life in the

SPONS. AGENCY- European Science Foundation, Strasbourg (France).
PUB DATE- 00
NOTE- 220p.; Published in association with the European Association for Research and Learning (EARLI). Based on research funded through the European Science Foundation Scientific Programme on "Learning in Humans and Machines."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Classroom Techniques; Critical Thinking; Educational Environment; Educational Technology; Evaluation Methods; Higher Education; Independent Study; Instruction; Learning Activities; *Learning Processes; *Learning Theories; Student Evaluation; Teacher Responsibility; *Teacher Role; *Teacher Student Relationship; Teaching Methods; Teaching Styles; *Theory Practice Relationship
IDENTIFIERS- Dewey (John); Habermas (Jurgen); Rogers (Carl)

Focusing on teaching and learning (the learning process rather than selection of learning content), this book provides a comprehensive perspective on the process of adult and higher education. Part 1 explores the transactional relationship between the personal reflective world of the learner and the collaborative shared world of the educational setting through identification of the themes of responsibility and control and the concomitant development of critical thinking and self-directed learning models. Following the first chapter's overview of the themes and concepts explored in the subsequent chapters, chapter 2 explores the works of J. Dewey, C. Rogers, and J. Habermas as a foundation for discussions to follow. Chapter 3 provides a general overview of three contrasting perspectives of learning: behaviorist, cognitive, and interactive. The next two chapters present core conceptual models of the educational process: critical thinking and the cognitive and social dynamics of the teaching-learning process. The second part of the book moves into the practical issues of responsible teaching, design, and meaningful learning activities. In chapter 6, the focus shifts to effective and responsible teaching, and chapter 7 complements the overview of responsible teaching with a pragmatic discussion and organization of meaningful learning activities. Chapter 8 provides practical strategies and suggestions for facilitating a meaningful and worthwhile learning experience. In chapter 9, the issue of assessing learning and achievement is discussed. Chapter 10 explores the role that technologies of educational design and delivery play in the teaching-learning process. The final chapter concludes the book with a systemic analysis of the teaching-learning transaction. A list of 282 references is included. (KC)

ED 451 372 CE 081 518

Fletcher, Mick
Lifelong Learning: Is There a Logic for Loans? The Agency Reports.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Colleges; *Cost Effectiveness; Debt (Financial); Education Work Relationship; Educational Benefits; Educational Finance; Educational Policy; Feasibility Studies; Financial Needs; Financial Support; Foreign Countries;

and knowledge that works and with how education can be successfully integrated into work and work into education. The papers are "Reading the Contexts of Complex Incidents of Adult Education Practice" (Apte); "Models of Work Based Learning for Undergraduates" (Armsby et al.); "Just-in-Time Training as Anticipative Action and as Inferential Understanding" (Beckett); "Learning to Compete" (Beckett et al.); "Co-Participation at Work" (Billett); "Globalization, Work, and Education" (Boland); "Work as the Curriculum" (Boud, Solomon); "Working Towards a Curriculum Framework for Work-Related Learning" (Brown); "Evaluating Organizational Change" (Butler et al.); "New Knowledge and the Construction of Vocational Education and Training (VET) Practitioners" (Chappell); "Facing Realities" (Cornford); "Subcontractors in the Australian Construction Industry" (Crowley et al.); "Learning; Design; Practice; Practitioner Perspectives of Workplace Learning" (Cys); "Learning at the Point of Production" (Daly, Mjelde); "Teaching Online" (Dewar, Whittington); "Spirituality of Work" (Dirkx); "Learning to Work" (Eames); "A Working Ethic?" (Edwards); "Transforming Management Education's Working Knowledge" (Elliott); "Negotiating Knowledge in the Knowledge Economy" (Farrell); "Work Knowing on the Fly" (Fenwick); "Productive Learning at Work" (FitzSimons); "Teachers Redefining Professionalism and Professional Development" (Gambell, Hunter); "Modelling the Invisible" (Gamble); "The New Capitalism" (Gee); "Conceptions of Learning" (Hager); "Recognition of Prior Learning in Higher Education" (Harris); "Promoting Knowledge Sharing in a Training and Further Education Organization" (Hill); "Incentives and Barriers to Learning in the Workplace" (Hodkinson et al.); "Reflections on Empowerment, Workplace Language and Literacy Policy, and Professional Development in England" (Holland); "Enabling Productive Learning at Work" (Holland, Leggett); "Learning Through Working" (Hopkins, Maglen); "Supervisor and Facilitation" (Hughes); "Writing-Up People at Work" (Jackson); "Whiteness as a Social Construct That Drives Continuing Education" (Johnson-Bailey, Cervero); "Knowledge Workers and the Office Economy" (Kurth); "Teaching with Global Awareness" (Lekoko); "Accrediting and Assessing Learning at Work" (Lyons); "Working Knowledge and Work-Based Learning" (McIntyre); "Working Knowledge in Management and Medicine" (Mulcahy); "Workplace Learning from a Curriculum Perspective" (Munby et al.); "The 'Good' Teacher?" (Nicoll); "Professional Identity as Learning Processes in Life Histories" (Olesen); "Local Perspectives on Globalization and Learning" (Payne); "Implementing Work-Based Learning in Higher Education" (Reeve, Gallacher); "Working Knowledge, Economic Metaphors, and the 'Cogito-Economic' Subject" (Rhodes, Garrick); "Technical and Vocational Education in China" (Rongguang); "Preparing Undereducated and Unemployed Parents for the Workplace Through Effective Family Literacy Programs in Texas" (Seaman, Seaman); "Working Knowledge of Online Learning Amongst VET Practitioners" (Schofield et al.); "Working Knowledge for New Educational Landscapes" (Seddon); "Links Between Corporate and Academic Research" (Shannon, Sekhon); "Towards a Definition of Work Based Learning" (Shaw); "Relationships Between R (Research) & D (Development) and Decision-Making in VET" (Smith); "Context Variety Means Four Stories?" (Smid); "Reflecting upon Experiences" (Staley); "Ordering the Menu" (Symes); "Critical Literacy, Cultural Inclusiveness, and Text Selection in English for Academic Purposes Courses" (Thompson); "Communicative Practices in Web-Enhanced Collaborative Learning" (Treleaven et al.); "Role of Emotion in Situated Learning and Communities of Practice" (Turnbull); "Alternative

NOTE- 189p.; For the 1998 proceedings, see ED 424 361 and the 2000 proceedings, see CE 081 580.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Action Research; *Business Communication; *Business Education; Citations (References); *Computer Literacy; *Computer Uses in Education; Court Reporters; Data Collection; Dialect Studies; Distance Education; *Educational Research; Electronic Mail; Employment Potential; Ethical Instruction; Foreign Students; Higher Education; Independent Study; International Trade; Internet; Job Skills; *Labor Force Development; Labor Turnover; Learning Plateaus; Office Occupations Education; Organizational Climate; Postsecondary Education; Research Reports; Secondary Education; Self Efficacy; Staff Development; Standards; Student Attitudes; Surveys; Test Construction; Writing Attitudes; Writing for Publication Marketing Education; Pacific Rim; Virtual Teams
IDENTIFIERS- Marketing Education; Pacific Rim; Virtual Teams

This publication contains 22 refereed research papers, 4 refereed action research and classroom application papers, and 3 research training papers from a national conference on promoting excellence in research and teaching for business. The research papers are "Analysis of Executives' Written Documents" (Jennings, Vice); "Assessment of International Students Enrolled in an Information Systems Technologies Baccalaureate Degree Program" (Evans, Sinha); "Association Between Students' Attitudes Regarding Content Areas in an Information Systems Technologies Curriculum and Their Computer Background" (Henry, Davis, Gonzenbach); "Comparing the Return Rate, Speed, and Quality of E-mail and Postal Mail Survey Delivery Methods in a Business Education Setting" (Truell, Goss); "Comparison of Computer Workforce Skills" (Vitler, Joyner); "Comparison of the Diskette Survey Responses and Paper and Pencil Survey Responses on Self-Directed Learning Instruments with Business Educators" (Bartlett, Kotrlik); "Comparison of Student Performance Outcomes" (Willis, Joyner); "Computer Applications Software Skills Students Bring to College Level Introductory Computer Classes" (McDonald); "Computer Competencies of High School Students" (Arosteguy, Bartholome); "Effect of Human Resource Training and Development Programs on Restaurant Turnover Rate" (Wen, Truell); "Employability Skills Required for 21st Century Jamaican Workers" (Anderson, Williams-Myers); "Exploring the Relationships Between Organizational Culture and Self-Learning Among Office Employees" (Bartlett, Higgins, Kovacs); "International Business Education" (Zeliff, Herbers, Meyers, Sly); "Latent Sources of Computer Self-Efficacy" (Smith-Weber); "Meeting the Technology Staff Needs of Elementary Teachers" (Crews, McCannon); "Most Common Grammatical Errors Made by Undergraduates as Perceived by Business Communication Professors by Years of Teaching" (McCannon, Crews); "Pacific Rim Business Students' Perceptions of Six Representative English-Language Accents" (Scott, Green, Rosewarne, Neal); "Status of Ethics Instruction in Marketing Education" (Truell); "Structure of Program of Study Where Plateaus Were Encountered in Court Reporting Skillbuilding Classes" (Sheets); "Student Attitudes Toward and Evaluation of Internet Instruction" (Truell); "Teaching Concerns of Traditionally and Alternatively Certified Marketing Educators" (Truell); "Technology and Workplace Skills Needed for Entry-Level Employment in the 21st Century Workplace" (Wiedmaier, Roberts); and "Training Needs of State Government Secretarial Employees" (Redmann). The action research and classroom application papers are "Challenges and Opportunities Associated with Internet-Based Instruction in

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; Elementary Secondary Education; *Leadership Training; Program Design; *School Counseling; State Programs; *State Standards

This publication brings together the basic elements needed to develop, implement, and evaluate a comprehensive guidance and counseling program in local school districts. As a companion publication it provides supporting documentation, materials, and resources to implement the basic framework. Seventeen standards that provide the structure and content for effective guidance and counseling programs and reflect best practices in state models are described. Detailed definitions are provided for each standard along with examples and sample forms. The manual may serve as a collection of tips, processes, and procedures for improvement. Chapter 1 provides a guide for implementing the guidance and counseling program. It includes different leadership styles along with leader tasks and a leadership self study. Chapter 2 provides the model for improving guidance programs. Chapter 3 discusses the framework for state programs. Chapter 4 provides the steps for implementing or revising the program. Chapter 5 discusses the 17 standards. An extensive appendix listing adds further information on such topics as guidance publications; state leadership plans; national standards for guidance; and the benefits of a comprehensive guidance program. (Contains 11 appendixes, 3 figures, 7 tables.) (JDM)

ED 451 422 CG 030 648

Youth Violence: A Report of the Surgeon General and Executive Summary.
PUB DATE- 01
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; High Risk Students; Individual Development; Intervention; Predictor Variables; Prevention; Programs; Public Health; Trend Analysis; *Violence

This report from the United States Surgeon General is the result of a review of the scientific literature and analyses of new data relating to youth violence. It identifies and quantifies factors, in particular settings of combinations, that increase the probability that violence will occur. It also presents an array of interventions of well-documented effectiveness in helping young people whose lives are already marked by a propensity for violence as well as in preventing others from viewing violence as a solution to needs, wants, or problems. This report is divided into six chapters. The first serves as an introduction and offers chapter conclusions for chapters two through five. Those chapters discuss the magnitude of youth violence; the developmental dynamics of youth violence; risk factors for youth violence; and prevention and intervention. The final chapter examines a vision for the future. Each chapter includes a list of references. The executive summary of this report is included in a separate booklet. (Contains an index.) (MKA)

ED 451 423 CG 030 684

Pluralism; Family Relationship; *Help Seeking; Mental Disorders; Mental Health

Within the mental health treatment field there is an underutilization of services by Asian Americans. Researchers have questioned how to lessen the gap between the number of Asian Americans who need mental health services and the significantly lower number who successfully use these services. A review of current research points out that matching Asian Americans with their therapists by ethnicity, gender, and language increases the measures of therapy effectiveness. It also points out that Asian Americans expect and favor more directive, paternalistic, pragmatic therapies. Asian Americans are also more willing to participate in the mental health treatment of their schizophrenic family members. Studies have discovered that specialized mental health programs that attempt to provide culturally appropriate services increase treatment effectiveness with Asian American clients without compromising the treatment of Caucasian clients. (Contains 55 references.) (JDM)

ED 451 444 CG 030 812

Dinkmeyer, Don, Jr.; Carlson, Jon
Consultation: Creating School-Based Interventions. Second Edition.
PUB DATE- 01
NOTE- 202p.; Foreword by William Glasser.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Consultation Programs; Elementary School Students; Elementary Secondary Education; *Mental Health Workers; Parent Influence; *School Counselors; Secondary School Students; Teacher Influence
IDENTIFIERS- Adlerian Psychology

Decades after consultation has become a mandated function of school counselors, consultants still seek effective ways to deliver this essential role. This book, geared towards mental health professionals, provides a set of skills for working with the school-based population. The ideas, based on Adlerian psychology, present a theory of consultation built on the assumption that problems result not only from the direct actions of a disruptive student, but also from the individual beliefs and expectations of the teacher and parents. Schools often find that a holistic, systems approach is needed to deal with behavior problems. Consultation provides counselors with such an approach. Chapter 1 provides an introduction and guidelines of consulting in schools. Chapter 2 compares the traditional expectations for school counselors with alternative expectations. Chapter 3 presents a rationale for the Adlerian approach and discipline strategies. Chapter 4 reviews the Seven-Step Consulting Process and techniques for creating an effective relationship. Chapter 5 presents the importance of teacher perceptions, effective behaviors for teachers and consultants, and effective group procedures. Chapter 6 discusses a comprehensive developmental guidance program and procedures for training teachers. Chapter 7 explains parent and family consultation. Chapter 8 provides case examples. (Contains 1 figure, 14 tables, and 69 references.) (JDM)

ED 451 445 CG 030 813

(Sociological Unit); *Grandchildren; *Grandparents; Grief; Helping Relationship; Interpersonal Competence; Interviews; *Parent Child Relationship

This paper discusses the findings from several interviews conducted with grandparents to ascertain the process of grief they experienced with the death of their grandchild. Typically, a grandparent's grief focuses on the dual loss aspect. In addition to the loss of a younger family member, grandparents must console their own child, the bereaved parent. The role they take with their own child is confusing and assumptions cannot be made as to what they should expect from each other. Other issues may arise because of the differences in the culture, personal beliefs, and religion of their child and spouse. Grandparents found that jumping in to solve problems may not be the best response. They may also experience some physical aspects of grief such as chest pain and shortness of breath. Confusion may set into as to whether these are symptoms represent more serious conditions. Responding to the stress with alcohol or drugs may only add to their confusion and grief. Grandparents need support and care in their time of grief. Research in this area would help counselors understand and respond to the dynamics of grandparents' grief. A lists of Web sites and an address of a support group is included. (Author/JDM)

ED 451 465 CG 030 850

Kosten, Paul A.; Scheier, Lawrence M.
A Reconceptualization of Adolescent Peer Susceptibility.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Conference of the American Psychological Society (12th, Miami, FL, June, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Conformity; Counseling; *Elementary School Students; Grade 6; Grade 7; Grade 8; Influences; Intermediate Grades; *Junior High School Students; Junior High Schools; *Measures (Individuals); Models; *Peer Relationship; *Psychometrics

Conceptual and methodological limitations have hampered researchers' ability to establish valid, substantively meaningful, and theoretically driven self-report assessments of peer susceptibility. As a result, many assessments of peer susceptibility have been conceptualized as unidimensional and void of any theoretical underpinnings. This study presents empirical and theoretical support reconceptualizing early adolescent peer susceptibility as multidimensional. Following a review of the empirical and theoretical literature that showed support for a multidimensional model of adolescent peer susceptibility, items were constructed from memory-based techniques and focus groups. A self-report assessment that included the domains of conformity; personal control; social confidence; decision-making; assertiveness; self-derogation; and attention to social comparison was administered to 6th through 8th grade students (n=772). Results showed that high conformity was significantly associated with low personal control; high social anxiety; low assertiveness; high self-derogation; and high social comparison. The results provide empirical and theoretical support for a multidimensional model of early adolescent peer susceptibility. The results can impact how counselors and educators interact with adolescents regarding their need to self-evaluate compared to peers, create achievement in America, links the importance of reading to learning, clarifies the learning process of reading, and shows how to engage students to read effectively. It contains these special features: five simple-to-follow strategies for raising reading achievement; critical attributes of the process illustrated graphically; a glossary of reading "jargon"; goals-at-a-glance for every chapter; and review of exemplary reading programs that work. The book is divided into the following sections: (1) "Middle and High School Reading Achievement: Where Do We Stand?"; (2) "Focus on Changing What You Can Change"; (3) "Teach the Students Who Can't Read How To Read"; (4) "Teach Every Student How To Read to Learn"; (5) "Motivate Every Student To Read a Lot: Reading in the "Zone"; (6) "Motivate Every Student To Read a Lot: How To Do It"; (7) "Create a Reading Culture in Your School"; and Conclusion. (Contains approximately 250 references.) Includes a glossary, programs for learning to read, strategic reading programs, and goals at a glance. (NKA)

ED 451 487 CS 014 338

Belk, E. Jo Ann; Thompson, Richard A.
Worm Painting and 44 More Hands-On Language Arts Activities for the Primary Grades.
PUB DATE- 01
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Communication Skills; *Creative Dramatics; Instructional Effectiveness; *Language Arts; Learning Activities; Listening Skills; Portfolios (Background Materials); Primary Education; *Reading Comprehension; *Reading Improvement; Skill Development; *Writing Skills
IDENTIFIERS- Activity Books

This book contains hands-on language arts activities for K-3 children. Activities in the book help develop skills in the six language arts while continually reinforcing how much fun learning can be. The book's teacher-friendly format breaks down each activity into the following components: objectives, materials, preparation, procedure, summary, assessment, and enrichment. The book features 45 learning activities grouped as follows: Part One-Improving Reading Comprehension and Word Identification Skills; Part Two-Developing Writing Skills; Part Three-Building Oral Communication Skills; Part Four-Developing Listening Skills; Part Five-Developing the Art of Viewing; Part Six-Learning the Importance of Visually Representing; Part Seven-Applying Cooperative Learning Strategies through Creative Dramatics; Part Eight-Gaining Competency in Computer Applications; and Part Nine-Working with Literacy Portfolios. Appendixes contain sample rubrics and checklists, the IRA/NCTE Standards for the English Language Arts; an annotated 13-item list of web sites; and addresses of 11 publishers of student work. (NKA)

ED 451 488 CS 014 339

Roller, Cathy M., Ed.
Learning To Teach Reading: Setting the Research Agenda.
PUB DATE- 01
NOTE- 258p.; Chapters developed from presentations at the International Reading Association's Reading Research 2000

forth to each other. This coproduced book serves as both a means for communication and expression and as a source of data about the child's knowledge of the sound-symbol system. The written conversation technique described in the book is a multifaceted teaching tool that will enable teachers to focus on what students can do and jumpstart students who have encountered early difficulties. Chapters in the book discuss easy ways to get started with written conversations, pitfalls to avoid, the types of information that can be obtained from observing students, and how and when to respond in ways that will nudge students into the next steps of conventional spelling. It also contains many children's writing samples and teachers' and students' comments to show written conversation in action. (Contains 21 references.) (RS)

ED 451 507 CS 217 342

Ruurs, Margriet
The Power of Poems: Teaching the Joy of Writing Poetry.
PUB DATE- 01
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Editing; Elementary Education; Lesson Plans; *Literature Appreciation; *Poetry; Writing Assignments; Writing for Publication; *Writing Instruction

Showing how to introduce poetry to encourage creativity while teaching solid craft skills, this book presents mini-lessons and activities to help teachers in grades 3 through 8 get students to respond to poetry with joy and enthusiasm throughout the curriculum. The skills students learn from doing the exercises in the book support national, state, and provincial language-arts standards. Chapters in the book are: (1) Poetry Philosophy; (2) Preparing for Poetry; (3) Writing Activities; (4) The Editing Process; and (5) Publishing and Sharing. (Contains an approximately 150-item bibliography.) (RS)

ED 451 508 CS 217 343

Doerfler-Dall, Mary
Snipper Critters: Easy Art Activities To Stimulate Language across the Curriculum.
PUB DATE- 01
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Art Activities; Class Activities; *Language Acquisition; *Language Arts; Learning Activities; Primary Education; *Writing Skills
IDENTIFIERS- *Language Across the Curriculum

This book uses art to stimulate content-area language development and writing skills. From A to Z, the 81 animal patterns in the book combine with 35 different activities to enhance the primary curriculum--each student gets a photocopy of the pattern, paper, scissors, and some materials to decorate the "critter." The book's activities use facts about the animals and information about their habitats. The book can be used to: build content-area vocabulary; help meet grade-level curriculum development and administration. (Contains 15 notes.) (Author/RS)

ED 451 530 CS 217 497

Beech, Jennifer
Writing and (Net)Working: Collaboration and Working-Class Students.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Interpersonal Competence; *Interpersonal Relationship; *Social Integration; *Social Networks; Working Class; *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Collaborative Writing

Understanding collaborative writing as a form of networking is useful in that it highlights the fact that composition students do not have the same type of networks or networking skills. Composition assignments should take into account the digital divide and should foster networking across social class divisions because invention is a social act. This will not merely benefit students from working class backgrounds. There is much merit in setting up assignments that offer students the opportunity to collaborate with other students, whose contacts and networks can only extend their combined resources. Composition instructors have a responsibility to design assignments that foster the types of networking and negotiation skills that are rapidly becoming necessary in all facets of the new networked economy. Contains 13 references. (EF)

ED 451 531 CS 217 498

Lawrence, Lisa
Introduction to Literary Criticism: "The Scarlet Letter."
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classics (Literature); Critical Reading; Critical Thinking; High Schools; *Introductory Courses; Learning Activities; Lesson Plans; *Literary Criticism; Literary Devices; *Novels; Student Educational Objectives; Units of Study
IDENTIFIERS- Archetypes; Frye (Northrop); New Criticism; *Scarlet Letter

This course seeks to provide high school students the opportunity to sharpen their critical thinking skills and use of language through acquaintance with some ideas of literary criticism. The course features Nathaniel Hawthorne's "The Scarlet Letter," assuming that the students have just finished reading that American classic novel. The course provides an introductory rationale and general objectives for students to attain. For each of the eight lessons, it presents general objectives, estimated time period, behavioral objectives, materials needed, and classroom procedures for the teacher to follow. The course

Learners) (051)
DESCRIPTORS- *Business Correspondence; Case Method (Teaching Technique); *Communication Skills; Decision Making; Higher Education; *Organizational Communication; Punctuation; Sentence Structure; Verbs; Writing Assignments

Using a developmental, hands-on approach, this text/workbook helps students master the basic English skills that are essential to write effective business correspondence, to recognize language errors, and to develop decision-making and problem-solving skills. Its step-by-step focus and industry-specific format encourages students to review, reinforce, and apply their knowledge in situations that relate directly to the workplace. New to this edition are a section on report writing power, an expanded and updated section on writing practicum, models of well-written documents, additional case study assignments, and a systematic format for each chapter. Chapters in the book include: (1) Banking on Good Sentence Structure (Career Field: Banking); (2) Insuring Subject-Verb Agreement (Career Field: Insurance); (3) Investing in Subject-Verb Agreement (Career Field: Finance/Investments); (4) Telecommunicating with Verbs (Career Field: Telecommunications); (5) Lots of Commas in Real Estate (Career Field: Real Estate); (6) Maintaining Healthy Complex Sentences (Career Field: Health Care); (7) Retailing Commas in Words, Phrases, and Clauses (Career Field: Retail Sales); (8) Check-In with the Semicolon (Career Field: Hospitality); (9) Marketing Possessives (Career Field: Marketing); (10) Traveling with Colons and Pronouns (Career Field: Travel and Leisure); (11) Governing Quotations (Career Field: Government); and (12) Help-Wanted: Applying Correct Hyphens and Numbers Correctly (Career Field: Human Resources). Appendixes contain answer keys by chapter; model documents; advice on addressing government officials; postal abbreviations; proofreaders' marks; and a personal dictionary. (RS)

ED 451 553 CS 510 473

Grady, Sharon
Drama and Diversity: A Pluralistic Perspective for Educational Drama.
PUB DATE- 00
NOTE- 208p.; Foreword by Johnny Saldana.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; *Inclusive Schools; Instructional Effectiveness; *Social Integration; *Theater Arts
IDENTIFIERS- *Drama in Education

Now more than ever, there is a need to understand and respect diversity in the classroom--especially in drama and theater work where it is easy for students and teachers to act out unconscious biases. This book offers a pluralistic perspective for the field of educational drama and theater practice, demonstrating how educators can respectfully work across and between differences such as race, social class, gender, sexual orientation, and ability. Each chapter in the book: analyzes an area of diversity; builds an awareness about the issues with students through lesson plans; and helps create an ongoing environment for inclusion and respect with several practical teaching and planning ideas. Following a Foreword (Johnny

Gratifications Research
The 1974 book, "The Uses of Mass Communication: Current Perspectives on Gratifications Research" introduced the concept of a "division of labor"--that certain media work better than others in meeting audience gratifications. Since the division of labor concept has not been subjected to empirical testing, a study elaborated an empirical test of the division of labor concept, through statistical analysis of survey data. College students were asked to rate the usefulness of specific media in satisfying specific gratifications--entertainment and informational. The resultant data enhances the understanding of how younger audience members select media. The emergence of Internet technologies, conceptually placed between print and broadcast, suggested the following hypotheses to test the concept: (1) For entertainment-related gratifications, audience members prefer television most, followed by Internet, then newspapers; and (2) For information-related gratifications, audience members prefer newspapers most, followed by Internet, then television. To test the hypotheses, a population of 1808 students at a private North Carolina university was surveyed about their media use. A total of 320 usable surveys were returned, for a response rate of 17.7%. The two hypotheses predicted the existence of a "division of labor" with certain media "working" better to meet specific gratifications than others. Hypothesis 1 was not supported, while Hypothesis 2 was supported by the data. A third hypothesis which predicted that a respondent's perceptions of greater utility of a specific medium would be statistically related to greater use of that medium was mainly supported. Survey results partially supported the "division of labor" concept. (Contains 7 tables of data, 24 references, and 8 notes.) (NKA)

ED 451 575   CS 510 547

Swanson, Douglas J.
"Standing Porter at the Door of Thought": The Social Order of the Christian Science Church.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Social Science Association (43rd, Reno, NV, April 18-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Organizational Climate; *Organizational Communication; Organizations (Groups); *Religious Cultural Groups; *Religious Organizations
IDENTIFIERS- *Christian Science; Church Community Relationship
This examination of the social order of the Church of Christ, Scientist, provides a valuable learning opportunity for leaders of any organizational entity--or for any student of organizational communication/behavior. The study addresses labor, trust, power, and legitimization of activity within the church. It raises the issue of whether Christian Science can expect to survive as an organizational entity in the years to come, given that its theology and organizational structure depart from, and seem so contrary to, many contemporary social expectations. The Christian Science Church is a 21st century religious movement that is bound to an unchangeable theology and intractable management structure developed by its 19th century founder. The church is a worldly business entity whose leadership manipulates assets, personnel, media and information while striving for "rectitude and spiritual understanding"

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Discourse Analysis; Elementary Secondary Education; *Language Experience Approach; *Narration; *Public Education; Public Schools; *Story Reading; *Story Telling

This paper describes a specific form of qualitative research--narrative inquiry. In this form of research, peoples' stories become the data. The paper explores the power of narrative inquiry as a "heretical" research method and how it can be used to examine stakeholders' experiences and beliefs related to transforming a system; for example, the public education system. Narrative inquiry is a form of qualitative research that lends itself to "heresy." It creates a space for and values personal voice and the sharing of personal perspectives. It is through this type of research that people's stories are brought to the forefront and become the data. The uniqueness of divergent voices and the practical wisdom embedded in those voices is celebrated. (Contains 60 references.) (DFR)

ED 451 595 EA 030 938

Hecht, Jeffrey B.; Ashby, Dianne; Azinger, Al; Klass, Patricia H.

ARAC: Alternative Route to Administrative Certification. A New Model for Administrator Certification.

PUB DATE- 00

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Qualifications; *Certification; Elementary Secondary Education; *Evaluation; *Internship Programs; Public Schools; *School Administration; *Superintendents

Alternative routes to administrator certification may provide many benefits to states and school districts unable to fill critical public school administrative positions. Such programs can appeal to qualified individuals outside of education, as well as those persons unable or unwilling to progress through a traditional program of study. To be truly attractive, such programs must fully embody the alternative philosophy, employing nontraditional means of qualification assessment, in addition to content delivery. The Alternative Route to Administrator Certification (ARAC) effort, currently in design by the Department of Educational Administration and Foundations at Illinois State University, presents one approach. Divided into seven distinct stages, this competencies-oriented program allows students to engage in focused studies aimed at filling gaps in current skills and knowledge. A 1-year, onsite internship culminates the learning experience. ARAC will not do away with the need for traditional programs leading toward certification and a doctorate; however, it may provide another avenue for qualified individuals to enter the administrative profession. (DFR)

ED 451 596 EA 030 939

Ricciardi, Diane; Petrosko, Joseph M.

Perceptions of First-Year Administrators: Impact of

Spanish Language Version. Videotape .
PUB DATE- 01
NOTE- 0p.; For the English version, see EA 031 003.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Meetings; *Partnerships in Education; *School Community Relationship; *School Safety; Teleconferencing; Videotape Recordings
IDENTIFIERS- *National Education Goals 1990

This video presents an interactive teleconference where renowned national experts, local educators, and community leaders share ideas on how to improve schools and reach the National Education Goals. This Satellite Town Meeting focuses on keeping schools and communities safe. It offers an opportunity for networking those who share a commitment to building community partnerships and a common vision of educational excellence for all children. (RJM)

ED 451 617 EA 031 005

Keeping Schools and Communities Safe: Collaborating for Healthy Children. Satellite Town Meeting #76: February 20, 2001. Spanish Language Version. 3/4 Inch Videotape .
PUB DATE- 01
NOTE- 0p.; For the English version, see EA 031 003.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Meetings; *Partnerships in Education; *School Community Relationship; *School Safety; Teleconferencing; Videotape Recordings
IDENTIFIERS- *National Education Goals 1990

This video presents an interactive teleconference where renowned national experts, local educators, and community leaders share ideas on how to improve schools and reach the National Education Goals. This Satellite Town Meeting focuses on keeping schools and communities safe. It offers an opportunity for networking those who share a commitment to building community partnerships and a common vision of educational excellence for all children. (RJM)

ED 451 618 EA 031 006

The Good News in Education: Best Practices in School and Community Partnerships. Satellite Town Meeting #75: January 16, 2001. Videotape .
PUB DATE- 01
NOTE- 0p.; For the Spanish version, see EA 031 007.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Meetings; *Partnerships in Education; *School Community Relationship; Teleconferencing; Videotape Recordings
IDENTIFIERS- *National Education Goals 1990

This video presents an interactive teleconference where renowned national experts, local educators, and community leaders share ideas on how to improve schools and reach the National Education Goals. This Satellite Town Meeting focuses on best practices in school and community. It offers an opportunity for evaluation requirements, and definitions. (B)

ED 451 638 EC 308 320

Trohanis, Pascal
Programs for Young Children with Disabilities under IDEA: Excerpts from the Twenty-Second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act by the U.S. Department of Education (2000).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 178p.; The complete Twenty-Second Annual Report to Congress is available at: http://www.ed.gov/offices/OSERS/OSEP/OSEP2000AnlRpt.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Early Intervention; Educational Environment; Educational Legislation; Federal Legislation; Fetal Alcohol Syndrome; Financial Support; *Incidence; Inclusive Schools; Infants; Minority Group Teachers; Preschool Children; Preschool Education; Special Education; Staff Development; *State Federal Aid; Statistical Surveys; *Student Placement; Teacher Education Programs; *Teacher Supply and Demand; Toddlers
IDENTIFIERS- *Amendments; *Individuals with Disabilities Educ Act Amend 1997

This document reproduces selected information from the U.S. Department of Education's "Twenty-Second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act" (2000). These selections consist of text and data tables related to programs for young children with disabilities and their families under the Individuals with Disabilities Education Act (IDEA): the Early Intervention Programs for Infants and Toddlers with Disabilities, Part C of IDEA, which covers services to children from birth through age 2; and the Preschool Program (Section 619) of Part B of IDEA, which covers services to children from ages 3 to 5. Information is provided on the following areas: (1) minority institutions of higher education involved in the preparation of special education personnel; (2) prenatal exposure to alcohol and nicotine; (3) number and percentage of children served by age and disability; (4) educational environments of children served; (5) innovative activities in school programs and services; (6) state improvement and monitoring; (7) estimated resident population for children in different age groups; (8) funding for IDEA and state grants awarded for early intervention and preschool services; (9) number of infants and toddlers served; and (10) early intervention personnel. (Each section contains references.) (CR)

ED 451 639 EC 308 321

Smutny, Joan Franklin, Ed.
Illinois Association for Gifted Children Journal, 2001.
PUB DATE- 01
NOTE- 62p.; Theme issue. Published yearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

and (12) employment for individuals with autism. In addition to the 15 books listed, 4 videotape recordings on autism are listed and 4 children's books. (CR)

ED 451 658 EC 308 341

Positive Behavior Intervention & Support (PBIS) System. EP Notes. Effective Practices Technical Assistance Bulletin.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; *Discipline Policy; Elementary Secondary Education; *Emotional Disturbances; *Policy Formation; *Positive Reinforcement; Teacher Collaboration; Teamwork
IDENTIFIERS- Social Skills Training

This bulletin, the first technical assistance bulletin produced by the Special Education Effective Practices Section of the Missouri Department of Elementary and Secondary Education, is intended to share research-based promising practices with educators including family members, teachers, building administrators, and paraprofessionals. It discusses the particulars of implementing a school-wide positive behavior intervention and support (PBIS) system, and describes the five steps involved in implementing this type of systems-based change, including: (1) forming a team; (2) establishing need, priorities, and commitment; (3) drafting a mission statement; (4) developing working structures, such as an action plan that involves describing staff responsibilities, securing staff commitment, and detailing activities, resources, and schedules for achieving the school's behavioral support needs; and (5) developing maintenance structures. Examples are provided of team decisions that result in encouraging positive behavior. The bulletin also includes a list of five steps for making social skills instruction effective, including teaching the skill, demonstrating the skill, providing an opportunity to practice that skill, reviewing and testing the skill, ad embedding the skill into the curriculum. (CR)

ED 451 659 EC 308 342

Positive Behavioral Interventions & Supports (PBIS). Show Me How Technical Assistance Bulletin.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; *Discipline Policy; Elementary Secondary Education; *Emotional Disturbances; *Policy Formation; *Positive Reinforcement; Preschool Education; Teacher Collaboration; Teamwork

Federal Funding Sources. Information on locating grant funds from federal agencies, private foundations, and corporations is also included. The document's introduction discusses the increasing incidence of prenatal exposure to alcohol, tobacco, and other drugs, and resulting complications. The need for extensive interagency collaboration to address these problems is addressed and major issues facing service systems are listed. These include: (1) the increased numbers of infants who are born affected by alcohol and other drug use; (2) the diagnosis and reporting of drug use during pregnancy; (3) the characteristics and cumulative risk factors of infants and families who are affected by drugs; (4) the multiple service needs of infants, children, and families who are affected by drugs; and (5) the overwhelming impact on the existing service system of all of these issues. (SG)

ED 451 677   EC 308 438

Part C Updates: Third in a Series of Updates on Selected Aspects of the Early Intervention Program for Infants and Toddlers with Disabilities, Part C of the Individuals with Disabilities Education Act (IDEA).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agency Cooperation; Coordinators; *Disabilities; *Early Intervention; *Educational Legislation; Family Involvement; *Federal Legislation; Infants; Integrated Services; National Organizations; Preschool Education; Program Administration; Program Implementation; Public Agencies; Public Policy; Statistical Data; Toddlers
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act Part C

This document consists of a compilation of information on various aspects of the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) of the Individuals with Disabilities Education Act 1997 (IDEA). It collects a variety of resources that meet the information needs of state and jurisdictional Part C program staff, the Office of Special Education Programs of the U.S. Department of Education, and policymakers at all levels. The document contains information about Part C program administration as well as Part C program implementation. The appendices include information on (1) Part C of the IDEA amendments of 1997; (2) federal regulations for Part C of IDEA; and (3) state and jurisdictional eligibility definitions under IDEA. Statistical data and lists of Part C project officers, lead agencies, and state/jurisdictional coordinators are included. (SG)

ED 451 678   EC 308 439

Berman, Carol; Shaw, Evelyn
Family-Directed Child Evaluation and Assessment under IDEA: Lessons from Families and Programs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95

teaching Spanish or French. This book is an attempt by Japanese language teachers in Washington State to remedy this gap by specifying standards of instructional content and student performance that are comprehensive, explicit, and achievable. This book itself is not a curriculum--it is more of a framework. It should be read as a resource document--as a tool for building curricula that will allow students to achieve functional communication skills in Japanese. These guidelines are intended to assist individual teachers and professional associations throughout the United States in designing curricula. Chapter titles include the following: "Principles and Strategies"; "Topics, Functions, and Concepts"; "A Framework for Assessment"; "Authenticity, Context, and Culture"; "Written Language"; "On the Role of Explanation and Transcription"; and Teacher Preparation and Training." (Appendices cover topic areas, communicative functions, concepts, and contain a glossary.) (KFT)

ED 451 701 FL 026 620

Norris, John M.; Brown, James Dean; Hudson, Thom; Yoshioka, Jim
Designing Second Language Performance Assessments. Technical Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; *Evaluation Research; *Language Tests; Measures (Individuals); *Second Language Instruction; Second Language Learning; Test Construction; *Test Reliability; *Test Validity

This technical report focuses on the decision-making potential provided by second language performance assessments. First, performance assessment is situated within the broader discussion of alternatives in language assessment and in educational assessment in general. Next, issues in performance assessment design, implementation, reliability, and validity are discussed. Finally, a prototype framework is presented for second language performance assessment based on the integration of theoretical underpinnings and research findings from the literature on task-based language teaching, language testing, and educational measurement. Test and item specifications are outlined, and numerous examples of prototypical language tasks are presented. A research agenda is proposed, focusing on the operationalization of second language performance assessments. (Contains 112 references.) (KFT)

ED 451 702 FL 026 630

Davis, Kathryn A., Ed.
Foreign Language Teaching & Language Minority Education. Technical Report #19.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Bilingual Education Programs; *Bilingualism; Elementary Secondary Education; *Heritage Education; Immigrants; Language Minorities; Language Planning; Language Research; Limited English Speaking; *Partnerships in

social studies curriculum and the 4th and 5th grade Louisiana 30-minute daily French programs and French immersion programs. Another goal is to create an awareness, appreciation, and understanding of Acadian history in Louisiana. For students, these materials will encourage the development of an appreciation of Acadian culture and history, teach them about their role in it, and provide an understanding of why some of Louisiana speaks French. The binders and accompanying videotape provide a comprehensive historical and cultural overview of Acadian history in Louisiana from the early 17th century to the present. The binders are filled with worksheets, illustrations, and assorted materials suitable for reproduction. (KFT)

ED 451 723 FL 026 662

Okami, Kazuhiko
Customizing the Centralized AOCA Curriculum: Syllabus Design from a Teacher's Perspective.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *Course Descriptions; *Curriculum Development; Foreign Countries; High School Students; High Schools; *National Curriculum; *Oral Language; Second Language Instruction; Second Language Learning; Student Role; *Teacher Role; Textbooks; *Vertical Organization
IDENTIFIERS- *Japan

In Japan, objectives and content of high school language courses are stipulated in the National Curriculum of Japan or The Course of Study. The last major overhaul of this curriculum in language learning occurred in 1989, and it aimed at the enhancement of communicative competence and understanding of international relations. Accordingly, now subjects such as Aural/Oral Communication A, B, and C have been introduced. Aural/Oral Communication A (AOCA), which covers the area of daily conversation, is the subject of this case study. There has been great difficulty in implementing this curriculum, and the results have not been as good as hoped. It is argued that the root of the problem is curriculum implementation and a lack of teachers' ability or willingness to consider the real needs of the learners. The system is too hierarchical and top-down in orientation. This hierarchical system aims at equality and uniformity. The problem is that it runs into the reality of contemporary Japan--diverse students and high schools of varying quality. Teachers need to be freer to modify the curriculum to fit the needs of their students, and they need to be made aware of the potential benefits of deviating from a rigid national curriculum. (Contains 32 references.) (KFT)

ED 451 724 FL 026 663

Monzo, Lilia D.; Rueda, Robert S.
Sociocultural Factors in Social Relationships: Examining Latino Teachers' and Paraeducators' Interactions with Latino Students. Research Report 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English

advising or committee loads. Findings also show that underrepresentation of ethnic minorities continues to be a severe problem and a barrier to the full participation of women psychologists in academe. Recommendations are made to improve climate, compensation, and accountability for women psychologists in academe. (Contains 21 tables and 188 references.) (SLD)

ED 451 746 HE 033 871

New Community College Transfer Students at California Public Universities. A California Postsecondary Education Commission Factsheet.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *College Transfer Students; *Community Colleges; Higher Education; Public Colleges
IDENTIFIERS- *California

This factsheet examines the enrollment trends of community college students who transferred to California's public institutions. The opportunity for California students to begin a postsecondary education at a community college and transfer to a four-year institution to complete a baccalaureate degree is a major cornerstone of California's Master Plan for Higher Education. In 1999-2001, 13 of the 22 California State University campuses increased their enrollment of new community college transfer students, and all but 2 of the University of California campuses experienced increases in the number of community college transfer students enrolled. Community college transfers account for about 72% of the entering undergraduate transfer population at the California State University and about 72% of the entering transfer population at the University of California. Data in this factsheet suggest that the decline in the annual number of community college transfers to the public universities may be beginning to reverse. (SLD)

ED 451 747 HE 033 872

Total Cost of Attendance at California's Public Universities. A California Postsecondary Education Commission Factsheet, 01-03.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Paying for College; Public Colleges; *State Universities; *Student Costs
IDENTIFIERS- *California

This factsheet describes the estimated total cost of attending a public university in California. This total cost includes all required institutional charges, on-campus room and board, books and supplies, transportation, clothes, and personal expenses. For attending a campus of California State University, the total cost is estimated to be an average of $10,468 for the 1999-2000 academic year. The estimated total cost at one of the University of California's 9 campuses was $14,327. The average cost for the California State University is lower than that estimated individually for 10 of the other 15 public university campuses with which the State University compares itself in

This paper proposes a conceptual framework of mentoring for the academic context that will begin to unravel the confusing and conflicting definitions of mentoring that limit dialogue across disciplinary contexts. Two analytical concepts are suggested as a way to designate the common relationships of role model, advisor, and mentor in academe and to recognize and consider attendant roles. These concepts are "intent" and "involvement." A mentor may do all the things an advisor or role model does, or none of them. What distinguishes a mentor from an advisor is the focus on career advancement. The relationship, which focuses on what proteges bring to the table and what they need to move on to the next level, has a future orientation. Involvement also distinguishes a mentor from an advisor or role model. The role model relationship requires relatively low levels of involvement, the advisor role requires somewhat more, and the mentor role requires relatively high involvement. At any one time, one can be a role model to many, an advisor to some, and mentor to a few. (Contains 38 references.) (SLD)

ED 451 769 HE 033 897

Hamblin, Jane A., Ed.
A Walk through Graduate Education: Selected Papers and Speeches of Jules B. LaPidus, President of the Council of Graduate Schools, 1984-2000.
SPONS. AGENCY- Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
PUB DATE- 00
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; Educational Finance; *Educational Research; Graduate Students; *Graduate Study; Higher Education; Scholarship; *Teacher Education

This book was created to honor Jules B. LaPidus, retiring president of the Council of Graduate Education, and to preserve his writings and speeches. The papers and speeches of Part 1 show how the author addressed the topical issues of graduate education, moving from observation to direction on research, funding, and preparation of faculty. Part 2 contains speeches and one additional paper aimed at students. Following a preface in which the Board of Directors of the Council of Graduate Schools express their appreciation of LaPidus, these papers are presented: (1) "A Christmas Parable"; (2) "The Professionalization of the Master's Degree"; (3) "Research and the University"; (4) "The Concern for Quality and the Quality of Concern"; (4) "Graduate Education: Perturbations and Prospects"; (5) "Humanizing Graduate Studies in the Humanities"; (6) "The Graduate Pipeline"; (7) "The Strain of Quality"; (8) "Preparing Faculty: Graduate Education's Role"; (9) "Great Expectations: The Role of the American University in the 21st Century"; (10) "Communities of Scholars: Research in the University"; (11) "Some Thoughts on the Relationship between Research and Research Universities"; (12) "A Place for Learning: The University and Society"; (13) "Deja Vu All Over Again"; (14) "Scholarship and Research: Graham's Law Revisited"; (15) "Ph.D.s and Jobs: A World They Never Made"; (16) "Doctoral Education: Preparing for the Future"; (17) "If We Want Things To Stay as They Are, Then Things Will Have To Change"; (18) "The Role of Theses and Dissertations as Independent Works of Scholarship"; (19) "Some Globalization Aspects of Graduate Education"; (20) "Broadening the Scope of Graduate Education: Postbaccalaureate Futures"; (21) "Is What's as: (1) proper conduct of public business; (2) strategic planning; (3) monitoring performance; (4) finance; (5) audit; (6) estate management; (7) charitable status; (8) staffing; (9) students' union; and (10) health and safety. (SLD)

ED 451 789 HE 033 919

The Rosen Scholars Program: A New Design for Mentoring Disadvantaged Youth for Postsecondary Success. Evaluation Summary.
PUB DATE- 01
NOTE- 9p.; Evaluation research conducted by Lucille Hicks and Sherri H. Ranis.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; *College Bound Students; *Disadvantaged Youth; High School Students; High Schools; *Higher Education; *Mentors; Program Effectiveness; Program Evaluation; Social Support Groups; Talent; *Urban Youth
IDENTIFIERS- High School Sophomores; New York City Board of Education

The Rosen Scholars Program was a privately funded program for the support and mentorship of talented disadvantaged urban youth. After 6 years of planning and operation, the program was evaluated to assess effectiveness in terms of program objectives and outcomes. The evaluation was conducted by doctoral candidates from Teachers College, Columbia University, New York. The stated goal of the Rosen Scholars Program was to provide capable disadvantaged college-bound students with the resources and support they needed to enroll in college and complete their freshman year successfully. Each year, one or two high school sophomores from two comprehensive New York City high schools were selected through a systematic, competitive process, and these students were mentored from 11th grade through the freshman year in college. Mentoring support included assistance in college selection and application, enrichment opportunities, social skills development, personal development support, and support in the transition to college. The scholars were mentored by a group of highly successful business people, academicians, and psychologists, rather than by a single mentor. The Program defied current wisdom about the importance of linking mentees to mentors with similar social, class, gender, or racial characteristics, and defied the notion that good mentors must be trained. The Program's results support the assertion of the research literature that mentoring has a powerful impact on students who lack family resources and are in the high range of academic ability. Evaluation findings show that the Program distinguished itself from other larger mentor programs in its ability to establish a developmental style of mentoring. (SLD)

ED 451 790 HE 033 920

DeAngelo, Linda
Students, Learning, and Race-Based Public Policy: A Look at Diversity Curriculum and Co-Curriculum.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 451 809 HE 033 939

Department of Education's Student Loan Programs: Are Tax Dollars at Risk? Hearing before the Subcommittee on Criminal Justice, Drug Policy, and Human Resources of the Committee on Government Reform. House of Representatives, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 164p.; Serial No. 106-103.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cost Effectiveness; Debt (Financial); *Educational Finance; Federal Programs; Hearings; Higher Education; *Loan Default; Loan Repayment; *Student Loan Programs; *Taxes
IDENTIFIERS- Congress 106th

This hearing was held to consider whether the student loan programs of the Department of Education place tax dollars at risk. In his opening remarks, Representative John L. Mica (Florida) pointed out that for nearly 10 years, the U.S. General Accounting Office has labeled these programs as a high risk for fraud, waste, abuse, and mismanagement. In 1998, Congress created the first Federal sector performance based organization (PBO) to bring about some reforms in student loan programs. One purpose of these hearings was to assess the PBO's progress to date. A recent report by the Inspector General's Office suggests that the Department of Education has incorrectly forgiven many loans to students who could well be paying them back, especially students who claimed to be dead when they were not. Although the default rate on student loans has dropped slightly, there were still about $20 million in default at the time of the hearing. Statements about the student loan program and the need for reform were given by Representatives Elijah E. Cummings (Maryland), Benjamin Gilman (New York), Dennis Kucinich (Ohio), and Patsy T. Mink (Hawaii). Also presenting testimony were: (1) John Berthoud, National Taxpayers Union; (2) Thomas A. Butts, National Direct Student Loan Coalition; (3) Fred J. Galloway, former loan program evaluator; (4) Steven A. McNamara, Assistant Inspector General for Audit (Department of Education); (5) Marshall S. Smith, Acting Deputy Secretary, Department of Education; and (6) Greg Woods, Chief Operating Office, Office of Student Financial Assistance Programs, Department of Education. The prepared statements of these witnesses and letters and statements submitted for the record are included. Among these, the report of the Office of the Inspector General, U.S. Department of Education is of particular interest. (SLD)

ED 451 810 HE 033 940

Reed, William S.
Financial Responsibilities of Governing Boards.
PUB DATE- 01
NOTE- 126p.; For the second edition, see ED 255 168. Made possible by generous grants from Commonfund and KPMG, LLP.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Administration; *Educational Finance; *Governing Boards; Higher Education; *Policy Formation;

Cabrillo College Fact Book, 1999-2000.
PUB DATE- 00
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Diversity (Faculty); Educational Finance; Enrollment Projections; *Enrollment Rate; Enrollment Trends; Governance; *Institutional Characteristics; *Profiles; Student Characteristics; *Student Educational Objectives; Student Financial Aid; Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Cabrillo College CA

This 1999-2000 report from Cabrillo College (California) contains resource and reference information useful for planning, grant development, marketing, program planning, outreach, Partnership for Excellence, and accreditation self-studies. It offers information and statistics in the areas of governance, instruction, students, faculty, fiscal information, and facilities and services. This document includes an organizational chart; tables of program level information describing student placement test results; enrollment by major, gender, ethnicity, and age; student educational goals; success, retention and transfer rates; international student enrollment; degrees/certificates awarded; enrollment history at the Watsonville Center/Area between 1987 and 2000; number of financial aid recipients and applicants 1992-1999; enrollment projections through 2010; faculty and staff demographics and characteristics; institutional income charts and tables; facilities information; and crime statistics. Highlights for fall 1999 include: (1) 13,718 students enrolled at Cabrillo; (2) 59% of students were female; (3) median age of students was 27 years; (4) 189 students were African American, 510 were Asian, 2,777 were Hispanic, and 10,004 were White; and (5) 30% of students were full time. (Contains 102 figures and tables.) (PGS)

ED 451 830 JC 010 257

Cuesta College School Performance Results.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Educational Finance; Enrollment Management; *Institutional Characteristics; *Institutional Evaluation; Participant Satisfaction; *Program Effectiveness; School Surveys; Student Financial Aid; Student Surveys; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Cuesta College CA

This Cuesta College (California) document identifies key institutional effectiveness indicators that are used to assess institutional performance on specified educational processes. The key process of instruction/learning is measured through student performance results such as: (1) transfer rate (University of California/California State University); (2) degrees and certificates granted; (3) successful course completion; (4) workforce development data; (5) contract training data; (6) student assessment data; (7) early alert data; and (8) student drop survey. The key processes of student and stakeholder satisfaction are measured using: (1) Noel

at: http://www.swtafe.vic.edu.au/trends/lifeonline.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adolescents; Adult Education; Agency Cooperation; Budgeting; Cognitive Ability; *Computer Uses in Education; *Daily Living Skills; Developed Nations; Distance Education; Educational Resources; Educational Technology; Foreign Countries; Internet; *Learning Disabilities; *Literacy Education; Money Management; Numeracy; Nutrition; *Online Systems; Pilot Projects; Program Development; Program Effectiveness; Program Evaluation; Slow Learners; Special Needs Students; Visual Stimuli; *Young Adults
IDENTIFIERS- *Australia (Victoria)

Two Australian agencies planned, developed, piloted, and evaluated an online resource for teaching independent living skills to adult students with a mild intellectual disability using technology and the Internet. The resource, called Life Online, is a package of support resource materials tested in regional classrooms in Victoria, Australia. Educators working with the target population were surveyed; feedback was gathered regarding course provision, student learning styles, teaching strategies, resources used in the classroom, and student interests, motivation, expectations, and attitudes. Life Online resources were designed in a simple format that included graphic presentations to visually stimulate learners and featured simple graphically presented case studies, followed by multiple choice exercises. Units focused on nutrition, menu planning, shopping, budgeting, travel, money skills, electronic banking, and community access. The program was designed to appeal to adults aged 18-25 and to encourage them to adopt a healthy and positive approach to life. Since students related best to real-life situations, the program was very people-focused. "Characters" provided photographic modeling and narration. Feedback from teachers at pilot sites was generally very positive: the program provided age-appropriate materials; instructional procedures were adequate; and students related to the characters. All students enjoyed using the program and noted that their computer skills and confidence grew. The most liked aspects were the pictures, activities, and characters. (YLB)

ED 451 338 CE 081 451

Work Programme, 2001.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Developed Nations; *Educational Administration; Educational Innovation; *Educational Research; Foreign Countries; *International Educational Exchange; Job Training; *Lifelong Learning; Policy Formation; Postsecondary Education; *Program Development; Secondary Education; Strategic Planning; *Vocational Education
IDENTIFIERS- *European Centre for the Development of Voc Train; European Union

This publication presents the work program for 2001 for the European Center for the Development of Vocational Training (CEDEFOP) set in the framework of four operational guidelines (OGs). The section on each OG contains an introduction including CEDEFOP's aims, followed by descriptions of research

Information Society," provides an account of the social reality in four policy "targets." Within it are: chapter 8, "Health and the Information Society" (Jorma Rantanen, Suvi Lehtinen); chapter 9, "ICTs in Distance and Lifelong Learning" (Gill Kirkup, Ann Jones); chapter 10, "ICTs and Everyday Life: Individual and Social Dimensions" (Leslie Haddon, Roger Silverstone); and chapter 11, "Computer-Aided Democracy: The Effects of ICTs on Democracy" (Pierre Chambat). Appendixes include 728 references and index. (YLB)

ED 451 355 CE 081 486

Blaine, Connie, Ed.
Utah Career Guide for Adults, 2000-2002.
PUB DATE- 00
NOTE- 83p.; Print version is condensed from the complete Internet version.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adults; *Career Education; *Career Planning; Disabilities; Distance Education; *Employed Women; Employer Employee Relationship; Employment Interviews; Employment Patterns; Job Application; *Job Search Methods; *Job Training; Occupational Information; Resumes (Personal); *Self Evaluation (Individuals); Sexual Harassment; Student Financial Aid; Success; Tenure; Veterans; Vocational Education; Vocational Rehabilitation
IDENTIFIERS- *Utah

This career guide provides Utah job seekers with information leading to job success. Section 1, Getting Started, provides suggestions for committing to a job search. Section 2, Utah Job Trends, identifies the fastest growing occupations or most openings; top 50 occupations; and new Utah jobs. Section 3, Self-Assessment, covers knowing oneself; knowing one's personality type or "Holland Code"; and identifying one's skills. Section 4, The Job Search, addresses the job of finding a job; Utah Department of Workforce Services; Internet job search; employment application; cover letters; resumes; references; the interview; and working while looking. Section 5 contains the Career Chart. It is preceded by a key to the Chart's information (occupational title and description, employment outlook, average rate range, and training required) and is followed by an alphabetical index to occupations in the Chart. Section 6, Training, focuses on high-paying jobs without a college degree; choosing a postsecondary school; applied technology centers; Utah public colleges and universities; financial aid; distance learning; vocational rehabilitation; Choose to Work for individuals with disabilities; and Utah Association for Adult, Community, and Continuing Education. Section 7, For Women, Mostly, deals with balancing work and family; child care; and legal issues--maternity leave and sexual harassment. Sections 8-9, Veterans and Job Success, provide special information for veterans and job success skills. (YLB)

ED 451 356 CE 081 495

McMahon, Robert W.
An Introduction to Greenhouse Production. Second Edition.
PUB DATE- 00

Income Contingent Loans; Instructional Student Costs; *Lifelong Learning; Money Management; Noninstructional Student Costs; *Outcomes of Education; *Paying for College; Policy Formation; Postsecondary Education; Public Policy; Student Attitudes; Student Financial Aid; *Student Loan Programs; Universities; Vocational Education
IDENTIFIERS- *England; Individual Learning Accounts (United Kingdom); *Return on Investment

This document explores the feasibility of loans to support English adults engaging in lifelong learning. The following topics are considered: (1) the policy context (loans in higher education, individual learning accounts, and education maintenance allowances); (2) the need for financial support; (3) attitudes toward loans; (3) financial advice, financial literacy, and knowledge about the impact of debt; (4) the returns on investment in academic and vocational learning; and (5) the costs of participation. The following conclusions are reached: (1) it seems unlikely that loans will have any role in supporting students under the age of 19; (2) it is doubtful whether loans should play a significant role in supporting learners to access programs below level 3; (3) for programs at level 3 or above, the evidence about returns on investment suggests that borrowing to finance learning could be to an individual's benefit; (4) current fees in public sector part-time courses are well below the rate at which potential students seem to look to formal loan arrangements; and (5) loans would be most likely to contribute to lifelong learning in circumstances where a combination of fees and other participation costs is substantial and the program offers the prospect of high returns to students. (MN)

ED 451 373 CE 081 520

Desforges, Charles
Putting Educational Research to Use through Knowledge Transformation. The Agency Comments.
PUB DATE- 01
NOTE- 13p.; Keynote lecture to the Further Education Research Conference (Coventry, England, December 12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Adult Learning; Definitions; Diffusion (Communication); *Educational Practices; *Educational Research; Foreign Countries; *Knowledge Base for Teaching; Knowledge Level; Knowledge Representation; Learning Processes; Learning Theories; Models; Needs Assessment; Pedagogical Content Knowledge; Position Papers; Postsecondary Education; Professional Development; Research Needs; *Research Utilization; Teacher Effectiveness; Teacher Improvement; Teaching Methods; Teaching Skills; *Theory Practice Relationship; *Transformative Learning
IDENTIFIERS- Contextualization; Contextualized Instruction; *England; Knowledge Linkers; Knowledge Utilization

Educational research is distinctive inasmuch as it shares the moral objective of education, which is to help people make the best of themselves through processes of learning. Educational research is a service industry for education. As such, its contribution to the efficiency and effectiveness of educational processes can be increased by focusing on the idea of knowledge transformation. Knowledge transformation refers to an issue otherwise known as knowledge use, knowledge transfer, or

Conception of Competence" (Velde); "Learning in/Through/with Struggle" (von Kotze); "More Things Change" (Wallace); "Descho

ED 451 389   CE 081 541

Moss, Philip; Tilly, Chris
Stories Employers Tell: Race, Skill, and Hiring in America. A Volume in the Multi-City Study of Urban Inequality.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Affirmative Action; Asian Americans; Blacks; Education Work Relationship; *Employer Attitudes; Employer Employee Relationship; Employment Practices; Employment Qualifications; Entry Workers; Ethnocentrism; Family Influence; Government Role; Hispanic Americans; Inner City; Job Skills; Mass Media Effects; Occupational Segregation; Occupational Tests; Personnel Policy; *Personnel Selection; Policy Formation; Public Policy; *Racial Attitudes; Racial Balance; *Racial Bias; Racial Discrimination; *Recruitment; Service Workers; *Site Selection; Stereotypes; Telephone Surveys; Unskilled Workers; Urban Demography; Work Attitudes

This book, the sixth in a series, adds to debates about race, skill, and hiring with interdisciplinary, indepth, qualitative field research about employers' attitudes. Chapter 1 provides background to the research. Chapter 2 describes the three employer surveys from which data are drawn and provides a snapshot of the recent history of industrial and demographic change in the four cities where the employers were located--Atlanta, Boston, Detroit, and Los Angeles. Chapter 3 examines the skills employers seek and how those skill needs are changing. Chapter 4 explores managers' stated perceptions of racial groups, as well as to what extent negative perceptions translate into discriminatory actions. Chapter 5 undertakes a parallel investigation, reviewing the images employers hold of the inner city and tracing connections between these images and business location decisions. Chapter 6 probes the recruitment and screening procedures employers use and their impact on who gets hired. Chapter 7 considers briefly what employers in the surveys said about government and public policy and makes policy recommendations. Appendixes contain profiles of data sets used, descriptive statistics of variables, chapter notes, 228 references, and index. (YLB)

ED 451 390   CE 081 543

Kapsalis, Constantine
Catching Up with the Swedes: Probing the Canada-Sweden Literacy Gap.
PUB DATE- 01
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; *Basic Skills; Comparative Education; Developed Nations; Educational Attainment; *Educational Policy; Elementary Secondary Education; Foreign Countries; Lifelong Learning; *Outcomes of Education; *Policy Formation; Public Libraries; Success; Unions; Volunteers; Youth

Business Education Classrooms" (Truell); "Generating Realistic Business Data Instantly" (Chen, Wong); "Increasing Organizational Productivity through the Implementation of Virtual Teams" (Spataro, Spataro); and "Teaching Business Problem Solving with Database Management Applications" (Chen, Ray). The research training papers are "Documenting a Research Article" (Scott); "Illustrating a Research Article" (Arosteguy); and "Let's Get Serious About Conducting Action Research" (Bronner). (YLB)

ED 451 406   CE 081 580

Book of Readings. Delta Pi Epsilon National Conference Proceedings (2000).
PUB DATE- 00
NOTE- 156p.; For the 1998 and 1999 proceedings, see ED 424 361 and CE 081 579.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); Action Research; *Business Communication; *Business Education; Cognitive Style; *Communication Skills; Computer Assisted Testing; *Computer Literacy; *Computer Uses in Education; Constructivism (Learning); Data Collection; Dialect Studies; Disabilities; *Educational Research; Employment Potential; Ethical Instruction; Faculty Mobility; Feedback; Futures (of Society); Grants; Higher Education; Independent Study; Information Systems; Information Technology; Intercultural Communication; International Trade; Job Skills; Management Development; Postsecondary Education; Resumes (Personal); Secondary Education; State Standards; Student Attitudes; Student Research; Surve Chinese Speaking; Marketing Education; Statistical Package for the Social Sciences; Voice Recognition
IDENTIFIERS- Chinese Speaking; Marketing Education; Statistical Package for the Social Sciences; Voice Recognition

This publication contains 19 refereed research papers, 2 innovative instructional practices papers, 2 presentations on works in progress, and 3 papers on research training on promoting excellence in research and teaching for business. The research papers are "Business Demands for Web-Related Skills as Compared to Other Computer Skills" (Groneman); "Business Education Students' Preferred Learning Styles" (Stitt-Gohdes, Crews, McCannon); "Chinese Communication Styles and Techniques in International Business Negotiations" (Zhao); "College Students' Use of Computer Technology and Its Relationship to Constructivist Learning" (Gueldenzoph); "Comparison of Diskette and Traditional Paper and Pencil Mail-Out Survey Methods for Measuring Self-Directed Learning with the OCLI" (Bartlett); "Comparison of Recruiters' and Students' Preferences Concerning Resume Design and Content" (Wilkinson, Hemby); "Comparison of Turnover and Retention Factors of Secondary and Postsecondary Business and Marketing Education Teachers" (Ruhland); "Comparison of Workforce Skills Desired by Business Leaders vs. North Carolina Business Education Standard Course of Study" (Abram, Joyner); "Exploration of Self-Directed Learning" (Bartlett); "Frequent Language-Mechanics Errors Made in Manuscripts Submitted to The Delta Pi Epsilon Journal" (Blaszczynski, Scott); "Interrelationships Among Managerial Communication, Attitude, and Behavior" (Zhao); "Perceptions About Three Major Indigenous English-Language Accents" (Scott, Green, Rosewarne); "Preliminary Attitudes Towards Online Testing in Business Education Courses" (Bartlett , Alexander, Reynolds); "Reliability and Validity of the Group Member Rating

Fountain, Douglas; Devine, Patricia
Trends among Baseline Admissions to Treatment, 1991-1998: A Case Study from Colorado.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
PUB DATE- 00
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Databases; Drug Rehabilitation; *Illegal Drug Use; Outcomes of Treatment; Prevention; *Rehabilitation Centers; State Surveys; *Substance Abuse; Trend Analysis
IDENTIFIERS- *Colorado

Large, multiyear, state-managed clinical administrative databases provide important tools to inform decision makers about emerging trends in the nation's substance abuse treatment system. Such data can equip decision makers to monitor the responsiveness and efficiency of substance abuse treatment services and identify opportunities for improvement. This report presents an approach to conducting secondary analysis of state-managed clinical administrative and other management data on treatment episodes. It summarizes data on 54,049 clients from Colorado to assess trends in profiles of baseline admissions for clients' first encounters with Colorado's public treatment providers during the period of July 1991 and February 1999. Analyses include client profiles at admissions; treatment duration and completion; drug and alcohol use at treatment exit; and the likelihood that clients will return to treatment. The results revealed that overall success rates and interim drug use outcomes had not changed much in Colorado during the 1990s. About 75 percent had reduced substance use when they left treatment and about 10 percent were readmitted within a year. The report notes that the proportion of clients who were adolescent, female, and Hispanic increased, as well as the proportion of clients citing marijuana use. It suggests that in using this approach in the future, the characteristics and effects of contiguous and non-contiguous treatment admissions, the relationship of detoxification with other treatments, and combining information from other states should also be considered. (Contains 2 appendixes, 25 exhibits, and 35 references.) (JDM)

ED 451 424 CG 030 696

National Survey of American Attitudes on Substance Abuse VI: Teens.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, NJ.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 01
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescent Attitudes; At Risk Persons; Drinking; Drug Education; Illegal Drug Use; Influences; *Parent Influence; *Parent Participation; Prevention; Principals; Smoking; Substance Abuse; Teacher Influence

This report describes research undertaken to assess the attitudes

Hirsch, Glenn
Helping College Students Succeed: A Model for Effective Intervention.
PUB DATE- 01
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Attention Deficit Disorders; Change Strategies; *College Students; Degrees (Academic); *Higher Education; Intervention; *Learning Disabilities; Models; *Special Needs Students; Student Personnel Services; Study Skills; Success; Time Management

Student affairs professionals are increasingly called upon to help college students overcome academic difficulties in order to successfully earn their degrees. This book presents a comprehensive resource of theories and specific techniques that can be used to enhance college student success. A model for change is described that includes both a holistic assessment of academic difficulty and suggestions for three different levels of intervention based on the student's readiness and motivation for change. Specific testing and interviewing strategies are discussed to help counselors determine the causes of academic difficulty. Special attention is given throughout the book to concerns that arise when working with students with disability conditions such as attention deficit disorder or learning disabilities. Chapter 1 reiterates education's mandate to assist students with academic difficulties or disabilities. Chapter 2 describes a model for intervening with these students. Chapter 3 summarizes relevant academic and nonacademic factors that can affect student performance. Chapter 4 presents student motivation from a theoretical perspective. Chapters 5 through 9 are written to stand independently thus allowing professionals to refer to them for specific student concerns, such as motivation; time management; procrastination; study skills; and academic anxiety. Chapter 10 presents concluding thoughts about working with students. (Contains 16 figures and 143 references.) (JDM)

ED 451 446 CG 030 815

McClanahan, Terry Michael
A Concise and Practical Guide to Family Assessment.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Conference of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; Counseling Theories; *Evaluation; Family Counseling; Measurement Techniques; *Measures (Individuals); *Psychometrics
IDENTIFIERS- Dyadic Adjustment Scale; Family Environment Scale; Genograms

Several components must be reviewed when a clinician considers using an assessment instrument. Such components include: (1) the instrument's relevance to the presenting problem; (2) the normative data; (3) traditional psychometric principles; (4)

intervention programs, and evaluate individual differences based on competence. (Contains 36 references.) (JDM)

ED 451 466 CG 030 851

Mulroy, Kevin; Quitugua, Jezerae; Gil, Liezl San
Grieving the Death of a Friend: The Stages of Grieving a Teenager's Suicide.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Bereavement; *Coping; Counseling; Emotional Problems; Foreign Countries; *Grief; Intervention; Peer Counseling; Peer Relationship; *Self Expression; *Suicide; Workshops
IDENTIFIERS- *Adolescent Suicide; Guam

The process of grief following the suicide of a peer is a difficult problem for adolescents and cannot be equated with how an adult might experience it. The theoretical concern in this paper was that teenagers in Guam might demonstrate a different attitude toward openly communicating their feelings and thoughts about such a sensitive topic as suicide. A workshop was developed to help these adolescents effectively deal with the process of grieving after a classmate's death. The workshop began with 25 questions meant to evoke emotions leading to demonstrations of the students' feelings and a description of the events that brought about those feelings. The one issue that did not arise is that close friends of teenagers who commit suicide are often blamed by the parents of the deceased for some part in their child's suicide. The counselor concluded the workshop by suggesting to the students that positive action be taken to honor the memory of their classmate. An opportunity was given to students to put into writing something affirming about their friend and samples of their writings are included in the appendix. The workshop provided a means of reaching the adolescents that involved cooperation and consultation between a responsible adult and some student leaders. (Contains 4 appendixes and 2 references.) (JDM)

ED 451 467 CG 030 853

Kagan, Henya Klein
The Normalcy of Parental Bereavement: Re-Thinking Complicated Mourning.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Conference of the Association for Death Education and Counseling (Toronto, Ontario, March 28 - April 1, 2001)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Bereavement; *Children; *Counselor Role; *Death; Family Relationship; Family (Sociological Unit); Grief; Interpersonal Competence; *Parent Child Relationship

The death of a child is a traumatic event for parents. Parental bereavement is a normal reactive process to an abnormal event. The duration of grief is life-long with varying intensity. It requires readjustment to a new reality. This process of

Conference. For a related document based on the Reading Research 2000 Conference, see CS 014 003.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Agenda Setting; Elementary Secondary Education; Knowledge Base for Teaching; *Reading Instruction; Reading Research; *Reading Teachers; *Research Needs; *Teacher Education
IDENTIFIERS- International Reading Association; Research Suggestions; Teaching Research

The reading-focused reform environment of the new millennium is fertile ground for strengthening the link between research and public policy. This compilation of papers by presenters at International Reading Association's Reading Research 2000 Conference offers a compelling case for increased investment in teacher preparation for reading instruction. Chapters in the compilation are: (1) "Learning to Teach Reading: The Status of the Knowledge Base" (P.D. Pearson); (2) "The Interface of Standards, Teacher Preparation, and Research: Improving the Quality of Teachers" (D.S. Strickland); (3) "The IRA Excellence in Reading Teacher Preparation Commission's Report: Current Practices in Reading Teacher Education at the Undergraduate Level in the United States" (J.V. Hoffman and C.M. Roller); (4) "Transitions into Teaching: Learning to Teach Writing in Teacher Education and Beyond" (P.L. Grossman; S.W. Valencia; C. Thompson; S.D. Martin; N. Place; K. Evans); (5) "'I'm Still Figuring Out How to Do This Teaching Thing': A Cross-Site Analysis of Reading Preparation Programs on Beginning Teachers' Instructional Practices and Decisions" (A.S. Flint; C.H. Leland; B. Patterson; J. V. Hoffman; M.W. Sailors; M.A. Mast; L.C. Assaf); (6) "Social Reconstructionism as a Framework for Literacy Teacher Education" (R. Lalik and A. Potts); (7) "Teacher Education, Diversity, and Literacy" (K.H. Au and M.J. Maaka); (8) "What Do We Know about Effective Fourth-Grade Teachers and Their Classrooms?" (R.L. Allington and P.H. Johnston); (9) "Conducting a Design Experiment for Improving Early Literacy" (R.C. Calfee; K.A. Norman; G. Trainin; K.M. Wilson); (10) "The CIERA School Change Project: Translating Research on Effective Reading Instruction and School Reform into Practice in High-Poverty Elementary Schools" (B.M. Taylor and P.D. Pearson); (11) "Teachers Talk Back to Standards" (J.I. Berne); and (12) "A Proposed Research Agenda for Teacher Preparation in Reading" (C.M. Roller). (NKA)

ED 451 489 CS 014 340

Flint, Amy Seely; Riordan-Karlsson, Mary
Buried Treasures in the Classroom: Using Hidden Influences To Enhance Literacy Teaching and Learning. Kids InSight, K-12.
PUB DATE- 01
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Observation Techniques; Classroom Research; Elementary Education; *Interpersonal Competence; *Language Arts; *Literacy; Multicultural Education; *Reflective Teaching; *Theory Practice Relationship
IDENTIFIERS- Literacy Events; *Meaning Construction; Teaching Perspectives

standards for math, science, and social studies; teach critical, informational writing skills; create art extensions for math, science, and social studies projects; build skills in research, writing, and verbalization; and develop a child's imagination. The book's activities fit with any curriculum and adapt easily to specific grade and ability levels. Also included is a bibliography of children's literature that features the "critters," an index of ways to group the critters, and lists of physical characteristics and habitats of the animals. (NKA)

ED 451 509 CS 217 421

Our Children Cannot Wait: Literacy Skills for Successful Lives.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; *Literacy; Parent Participation; *Reading Skills; *Reading Strategies; *State Standards
IDENTIFIERS- *Ohio

Everything in education begins with reading because children who cannot read, cannot learn. All that people strive to know is advanced by strong literacy skills. In pursuit of this vision, the Ohio State Board of Education advocates a comprehensive statewide initiative that builds and improves all students' literacy skills by: (1) raising and clarifying literacy expectations for all children; (2) engaging parents and communities in the education of their children, because literacy education is not simply the responsibility of teachers; (3) aligning expectations for student performance with the state's assessment and accountability systems; and (4) developing the capacity of teachers, schools and school districts to meet these expectations, and ensuring they have the authority and flexibility required to get the job done. This strategy is both comprehensive and connected, and represents a basic primer for building all Ohioans' literacy skills for successful lives. (EF)

ED 451 510 CS 217 435

Nevada English Language Arts Content Standards for Grades 2, 3, 5, 8 and 12 and Indicators of Progress for Kindergarten and Grades 1, 4, 6 and 7.
PUB DATE- 98
NOTE- 162p.; The suggested reading list mentioned in the introduction to this document is not included. "Approved by the Council To Establish Academic Standards for Public Schools, August 20, 1998."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; *Language Arts; Listening Skills; *Reading Skills; *Skill Development; *State Standards; *Writing Skills
IDENTIFIERS- *Evaluation Standards; *Nevada

The Nevada English Language Arts Standards are intended to give Nevada children the tools and experiences that will help them not only to succeed in school but also to become lifelong and adept readers, writers, listeners, and speakers. In the first part, the standards are divided by grades K-4 and grades 5-8 contains informative notes on literary criticism; on New Criticism; on historical criticism; on Northrop Frye and his archetypal criticism; on the archetypes the Great Mother, the Shadow, and Everyman; and on Neo-Aristotelian Criticism. It also contains enrichment activities to accompany the lessons, as well as an evaluation section. Cites 18 works. (NKA)

ED 451 532 CS 217 499

A Map for Teaching and Assessing California's English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Communication Skills; Elementary Secondary Education; *English Instruction; *Language Arts; Listening Skills; *Reading Achievement; Reading Comprehension; *State Standards; Vocabulary Development; *Writing Achievement
IDENTIFIERS- *California; Reading Fluency; Response to Literature

The purpose of this document is to help teachers, schools, and districts see clearly the relationship between California's English Language Arts (ELA) and English Language Development (ELD) standards and to design and implement an articulated and integrated system of instruction and assessment for English learners. ELA standards are written by grade level, except grades 9-10 and 11-12; ELD standards are written by grade span (K-2, 3-5, 6-8 and 9-12). The ELA standards were developed as the ultimate objective, with the ELD standards serving as the on-ramp. The intent is for students to progress through the ELD levels to acquire the skills necessary to become proficient on rigorous, grade level ELA standards. This document places the standards side by side, standard by standard, to provide a map to help teachers plan integrated instruction and assessments. Each grade span is divided into the categories: Listening and Speaking; Reading Word Analysis; Reading Fluency and Systematic Vocabulary Development; Reading Comprehension; Writing Strategies and Applications; Writing Conventions; and Literary Response and Analysis. (EF)

ED 451 533 CS 217 500

Holt, Mara; Viola, Tony; Pruitt, John; Rankin, Mark
Extending Ourselves: A Conversation about Audience and Prejudice in Evaluating Writing.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Cultural Pluralism; Higher Education; Homophobia; *Reader Response; *Teacher Attitudes; *Teacher Response; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Teacher Judgments

Saldana) and a Preface, chapters in the book are: (1) Introduction: Geographies of Difference; (2) Racial and Ethnic Orientations: The Problem of Privilege; (3) Class-Oriented Locations: The "Intense Silence"; (4) Gender Reorientations: Constructing "Girls" and "Boys"; (5) Sexual Orientations: Same-Sex Feelings and Families; and (6) Disorienting Abilities: What Is "Normal?" Also contains a Postscript and an appendix on drama basics. (Contains approximately 200 references.) (NKA)

ED 451 554 CS 510 519

Eggleton, Travis
Discipline in the Schools.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline; Elementary Secondary Education; *School Culture; *School Effectiveness; Student Behavior
IDENTIFIERS- *Disciplinary Styles

Discipline is a necessary ingredient for any successful school. Every teacher and school has a particular style and technique of discipline. This paper examines effective discipline strategies that help maintain school discipline. Classroom management, in school and out of school suspensions, alternative schooling, corporal punishment, and schoolwide discipline plans are some of the areas that the paper reviews. The paper finds that well disciplined schools do not happen by accident--a solid discipline plan requires cooperative ownership and responsibility of students, parents, and school personnel. It concludes that an effective discipline plan should inspire a climate in which all students take responsibility for their own behavior, treat each other with kindness, and learn the value of productive work and good citizenship. (Contains 13 references.) (NKA)

ED 451 555 CS 510 520

Marshall, Rodney
Classroom Communication Apprehension and Distance Education.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the Southern States Communication Association (71st, Lexington, KY, April 4-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Communication; *Communication Apprehension; *Communication Problems; Communication Research; *Communication Skills; *Distance Education; Higher Education; Speech Communication
IDENTIFIERS- *Communication Behavior; *Communication Strategies

The rise of distance education classrooms in colleges and universities call for attention to the difference in communicative strategies need from a regular classroom. This

(Eddy, 1906, p. 403). Christian Science is a way of life which systematizes the personality of its charismatic founder while denying the reality of all things physical and personal. The immediate question at hand is whether the social order of Christian Science can allow the religious organization to survive in the years to come because the church is bound to theological and organizational "rules" its members are prohibited from changing. While this study cannot answer that question, it raises important issues for leaders of any social/cultural entity to consider as they contemplate establishment of a social order which is consistent to values and yet will survive through changing times. This study of the social order of Christian Science should prove valuable for any student interested in the presentation ("marketing") of religion in contemporary society, or relations between the church and society. (Contains 3 notes and 25 references.) (Author/RS)

ED 451 576 CS 510 552

Honeyghan, Glasceta
PoetryRama; Exploring Drama through Mother Goose Nursery Rhymes.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Choral Speaking; Class Activities; Classroom Techniques; *Drama; Early Childhood Education; *Nursery Rhymes; *Poetry

Drama through Mother Goose nursery rhymes can be integrated in the pre-K-3 curriculum. Activities can range from spontaneous gestures and facial expression, to guided performance where a teacher might have specific objectives in mind and rehearse a rhyme for formal performance. Activities include unison or choral speaking; "line-a-child" arrangement; refrain arrangement; and antiphonal or sound group arrangement. Many nursery rhymes can be read and dramatized for a few minutes during a regular class session with minimal coaching. These activities can make a significant contribution to children's expressive abilities. (Contains 21 references and numerous excerpts of nursery rhymes.) (RS)

ED 451 577 CS 510 580

Werner, Mark
Challenges in Supporting Faculty Who Use Technologies in Composing Communities.
PUB DATE- 01
NOTE- 9p.; Revised version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, Colorado, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; Higher Education; *Instructional Improvement; *Teacher Education; *Technological Literacy; *Writing Instruction
IDENTIFIERS- *Technology Assessment; *Technology Implementation;

Responsibilities and Preparation on Professional Growth Needs.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Assistant Principals; Discipline; *Educational Responsibility; Elementary Secondary Education; *Internship Programs; Labor Turnover; Performance Factors; *Principals; Public Schools

A study extended research on the Kentucky Principal Intern Program (KPIP), an induction program for new administrators. Study participants (N=97) were public school principals and assistant principals appointed during 1998-99. All were participating as KPIP administrator interns. Survey research was used to collect data about demographic characteristics, job responsibilities, professional growth needs, and school-change efforts. Although KPIP interns are required to demonstrate competence on all state administrator standards, results show that they spent much time dealing with student discipline and supervision. Less time was spent in areas of curriculum and instructional development. Assistant principals have primary responsibilities for disciplining students, and administrators at lower school levels spend more time supervising faculty and staff. Although professional growth needs varied, analyses revealed that demographic variables of position, gender, school level, and school size are not useful predictors of growth needs. (Contains 28 references and tables.) (DFR)

ED 451 597 EA 030 940

Ricciardi, Diane
Experiences of Kentucky Principal Intern Program Participants: Job Assistance Provided in the Entry Year.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistant Principals; *Demography; Elementary Secondary Education; *Internship Programs; *Job Development; *Mentors; Performance Factors; *Principals; Public Schools
IDENTIFIERS- Kentucky

A study extended research on the Kentucky Principal Intern Program (KPIP) as it provides job-embedded development for new administrators through a 1-year mentoring and internship program. Subjects (N=97) were public school principals and assistant principals who were participating in KPIP in 1998-99. Survey research was used to collect data about job responsibilities, obstacles that hindered job adjustment, assistance provided by KPIP committee members, and recommendations for improving the KPIP process. Most principals entered their positions with little prior leadership experience, and many had fewer years as work experience and less formal preparation than did assistant principals. Results showed that both principals and assistant principals spent most

networking with people across the nation who share a commitment to building community partnerships and a common vision of educational excellence for all children. (RJM)

ED 451 619 EA 031 007

The Good News in Education: Best Practices in School and Community Partnerships. Satellite Town Meeting #75: January 16, 2001. Spanish Language Version. Videotape .
PUB DATE- 01
NOTE- 0p.; For the English version, see EA 031 006.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Meetings; *Partnerships in Education; *School Community Relationship; Teleconferencing; Videotape Recordings
IDENTIFIERS- *National Education Goals 1990

This video provides a live, interactive teleconference where renowned national experts, local educators, and community leaders share ideas on how to improve schools and reach the National Education Goals. This video focuses on best practices in school and community partnerships. The audience includes parents, teachers, school administrators, business leaders, civic and community activities, college faculty, and others. (RJM)

ED 451 620 EA 031 008

The Good News in Education: Best Practices in School and Community Partnerships. Satellite Town Meeting #75: January 16, 2001. 3/4 Inch Videotape .
PUB DATE- 01
NOTE- 0p.; Also available in Spanish.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Feature Stories; Meetings; *Partnerships in Education; Public Schools; *School Community Programs; School Community Relationship; Videotape Recordings
IDENTIFIERS- *National Education Goals 1990

This video presents some of the best good news stories from schools and communities in the past three years' Satellite Town Meeting broadcasts. This Satellite Town Meeting features several stories where schools and communities are working together to improve reading, math, teaching, technology, early childhood programs and many other important issues for education. (RJM)

ED 451 621 EC 308 255

Woodward, John, Ed.; Cuban, Larry, Ed.
Technology, Curriculum and Professional Development: Adapting Schools To Meet the Needs of Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Augmentative and Alternative Communication; Change Strategies; Computer Uses in Education; Curriculum Development;

DESCRIPTORS- *Art Activities; Critical Thinking; Curriculum; *Curriculum Design; Drama; Elementary Secondary Education; Enrichment Activities; *Gifted; *Inclusive Schools; Parent Attitudes; *Problem Based Learning; Problem Solving; Teamwork
IDENTIFIERS- *Differentiated Curriculum (Gifted)

Targeted to educators and parents of gifted children, this issue is divided into three sections that address differentiating curriculum for the gifted. The following articles are included: (1) "The Essential Assumptions Regarding Differentiation of Curriculum for Gifted Students" (Susan Winebrenner); (2) "Curriculum Differentiation To Bring Out the Best in Students" (Cathy Freeman, Gail Herman, and Pat Hollingsworth); (3) "Problem-Based Performance Tasks: Encouraging Excellence in Mixed-Ability Classrooms" (Bertie Kingore); (4) "Differentiation for the Gifted: Using the Team Approach" (Marsha Hestad); (5) "Let's Get Real TM : An Innovative Problem-Based Learning Program" (Dan G. Holt and Colleen Willard-Holt); (6) "'Hey Diddle, Diddle' This Class Is a Riddle!" (Phyllis Salerno); (7) "Differentiation, Not a Quick Fix or Easy Answer" (Sally Walker); (8) "Differentiation: Why Is It So Hard?" (Carol J. Morreale); (9) "The Need for Struggle" (Jerry Schecter); (10) "Curriculum Differentiation for Gifted Children in Regular Classrooms: A Parent's Perspective" (Judith Harway); (11) "Highly Gifted Children at Home" (Karen Morse); (12) "LaLuce: Family Perspective of the Development of a Gifted Child" (David J. Mitchell); (13) "Revitalizing the Core Curriculum through the Arts" (Dan G. Holt); (14) "Thomas Locker: A Gifted Artist for Gifted Children" (Jerry Flack); (15) "Promoting Critical Thinking: Editorial Cartoon Interpretation" (Wm. Ray Heitzmann); and (16) "The Play's the Thing..." (Ray Sheers). (Articles contain references.) (CR)

ED 451 640 EC 308 322

Garland, Corinne W.; Kniest, Barbara A.; Quigley, Andrea C.
Caring for Infants and Toddlers with Disabilities: New Roles for Physicians. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 102p.; For the 1998 edition, see ED 417 530.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Community Programs; *Disabilities; *Early Intervention; Infants; *Interdisciplinary Approach; Knowledge Level; Models; *Pediatrics; *Physicians; Program Design; Program Evaluation; Teamwork; Toddlers; *Training Methods

This final report discusses the activities and outcomes of a 3-year project designed to replicate a uniquely successful training model for involving physicians in community early intervention systems. The Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT) model includes three replicable components: state planning, introductory seminars, and independent study. In state planning, a state leadership planning group composed of early intervention personnel, physicians and pediatricians, and other key personnel, worked with project staff to plan the replication process in their own states. Following the state planning, the CFIT seminars introduced pediatricians and family physicians to the concepts of a community-based, interdisciplinary, interagency early intervention approach, to family-centered services, and to the CFIT independent study process. The model

This bulletin is intended to share research-based promising practices with educators including family members, teachers, building administrators, and paraprofessionals. Using a question-and-answer format, it discusses the definition of positive behavior intervention and supports (PBIS) and characteristics of PBIS. Program characteristics include: (1) as a systems approach, PBIS strategies are implemented at the preschool, specific setting, classroom, and individual child level and use routines or procedures to support child behavior appropriately; (2) expectations for children's behavior are defined; (3) appropriate child behavior is taught; (4) staff understand and consistently implement the rules, teach the expectations, and give rewards to children for positive behavior; (5) children who display positive behavior are publicly acknowledged; (6) problem behaviors have clear consequences; and (7) staff use data to make decisions about the effectiveness of the system. Information is also provided on applying PBIS to young children, the role of the early childhood educator and paraprofessional in working with children with behavior problems, integrating PBIS into preschool activities and routines, implementing appropriate behavior strategies consistent with constructivist theory, and additional resources. (CR)

ED 451 660 EC 308 343

Parent's Role in Discipline Decisions. Do You Know...Information Brochure.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; *Disabilities; Discipline; *Discipline Policy; *Educational Legislation; Elementary Secondary Education; Expulsion; *Federal Legislation; Guns; Illegal Drug Use; *Student Rights; *Suspension; Violence
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This pamphlet for parents of children with disabilities discusses regulations under the Individuals with Disabilities Education Act that relate to discipline procedures, including suspension or removal, manifestation determination, and interim alternative educational settings. Presented in a question-and-answer format, it specifically addresses: (1) questions that are considered during a manifestation determination to decide whether a behavior is a result of a disability; (2) the kind of discipline a school can use; (3) the definition of a short-term suspension; (4) the definition of a long-term suspension or expulsion; (5) discipline procedures if a child brings a weapon or drugs to school; (6) discipline procedures if the school believes a child is violent or dangerous; and (7) recourse for parents who disagree with a disciplinary action of a school. (CR)

ED 451 661 EC 308 344

Forum on Alternate Assessment and "Gray Area" Assessment: A Report on the Pre-Conference Session at the National Conference on Large Scale Assessment (Snowbird, Utah, June 11-12, 1999).

NOTE- 36p.; Second printing January 1997. Contributors include Betsy Ayankoya, Joan Melner, Jo Shackelford, Mary Shields, and Janie Ward-Newton.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; *Disabilities; *Disability Identification; Early Intervention; *Educational Assessment; Educational Legislation; *Evaluation Methods; *Family Involvement; *Family Programs; Federal Legislation; Parent Participation; Preschool Education; Public Policy; Special Education; Staff Development
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This report discusses policies and practices for family-directed child evaluation and assessment under the Individuals with Disabilities Education Act (IDEA). The scope of the report includes practices across the early childhood spectrum, from birth through 5 years. Commonly used terminology is defined. Issues discussed include: the primacy of families with respect to their children, cultural and linguistic diversity, the use of technological advances, and information about a child's health status and needs. Brief recommendations for policymakers are given and lists of the U.S. Department of Education's Early Education Program for Children with Disabilities (EEPCD) projects, as well as other resources, are included. (SG)

ED 451 679 EC 308 440

Hurth, Joicey
Service Coordination Caseloads in State Early Intervention Systems. NECTAS Notes No. 8.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; *Coordination; *Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Family Involvement; Federal Legislation; Individualized Family Service Plans; *Integrated Services; Preschool Education; Program Administration; Program Evaluation; *Program Implementation
IDENTIFIERS- *Individuals with Disabilities Education Act Part C

Under the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) of the Individuals with Disabilities Education Act (IDEA), service coordination is defined as "the activities carried out by a service coordinator to assist and enable a child eligible under this part and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under the State's early intervention program." This document describes the strengths and weaknesses of four different approaches to service coordination. These include: (1) dedicated service coordination, in which service coordination responsibilities are the primary focus of the role; (2) early interventionist and service coordination, in which a primary service provider also has service coordination responsibilities; (3) interagency service coordination, in which different agencies may provide service coordination; and (4) interim or intake service coordination, in which a service coordinator facilitates all activities during the first 45 days of service or until the

Education; Politics of Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- United States

This volume seeks to examine the potential for building relationships among foreign language, bilingual, and English-as-a-Second-Language (ESL) programs with the goal of fostering bilingualism. Part one of the volume examines the sociopolitical contexts for language partnerships, includes the following articles: "Language Planning and Policy in the US" (Rebecca Jasso-Aguilar); "Rethinking Foreign Language Education" (Lourdes Ortega); "Acculturation, Identity, and Language (Zafar Syed and Audrey C. Burnett); and "Learning with Others" (Syed). The topics discussed cover current obstacles to developing bilingualism; implications for acculturation, identity, and language issues for linguistic minorities; and the potential for developing partnerships across the primary, secondary, and tertiary institutions. Part two provides research findings on the Foreign Language Partnership Project, which was designed to capitalize on the resources of immigrant students to enhance foreign language learning. Individual sections include: "The Foreign Language Partnership Project" (Ann Shonle and Megan Thompson Rolland); "Emerging Identities and Heritage Language Education" (Burnett and Syed); "Conclusions: The Benefits and Promise of Language Partnerships" (Shonle and Syed); and a final section, "About the Contributors and How to Contact Them." Numerous references are found at the end of each chapter. (KFT)

ED 451 703 FL 026 632

Freeman, David E.; Freeman, Yvonne S.
Between Worlds: Access to Second Language Acquisition. Second Edition.
PUB DATE- 01
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education Programs; Charts; Class Activities; Classroom Techniques; Culturally Relevant Education; Elementary Secondary Education; *English (Second Language); Grammar; Illustrations; Inservice Education; Language Acquisition; Learning Modules; Limited English Speaking; Multilingualism; Parent Teacher Cooperation; *Politics of Education; Preservice Teacher Education; Second Language Instruction; Second Language Learning; Sociolinguistics; Teacher Educators; *Teaching Methods
IDENTIFIERS- United States

This book purports to expand the learning potential of students by considering how the world inside the school interacts with outside social contexts. As the schooling of English language learners becomes ever more complex and political, this book has been updated in a second edition to address new trends and issues related to the teaching of multilingual students. The book features the following: a clear, accessible review of second language acquisition theories and research in the fields of second language acquisition, bilingual education, and second language teaching methodology; new insight into the social and cultural factors that affect second language acquisition and related current research theory; discussion of the role of grammar in second language acquisition; the content teachers

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Awareness; Culturally Relevant Education; Elementary Secondary Education; *Hispanic American Students; *Paraprofessional School Personnel; Sociocultural Patterns; *Teacher Aides; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Latinos; Vygotsky (Lev S)

Sociocultural theory emphasizes the social nature of learning and the cultural-historical contexts in which interactions take place. Thus, teacher-student interactions and the relations that are fostered through these contexts play an especially vital role in student achievement. It has been argued that culturally responsive instruction can have a positive impact on interactions between teachers and students. This paper explores the effect of sociocultural factors on the relationships and interactions between Latino students and 32 Latino teachers and paraeducators. Findings suggest that knowledge of students' culture and communities, their primary language, and the interactional styles with which they are familiar facilitates meeting their academic and social needs. Findings also suggest that school roles shape interactions, and that teachers and paraeducators focus on different aspects of children's development. The term paraeducator is used to describe school personnel hired to assist students directly in the classroom. It is concluded that school contexts must afford diverse students opportunities to utilize the resources they bring to the classroom by validating those resources and creating learning contexts that tap into them. The idea is not new, but putting it into practice has proved difficult. (Contains 37 references.) (KFT)

ED 451 725 FL 026 664

European Year of Languages, 2001.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Cultural Maintenance; Foreign Countries; Language Attitudes; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Council of Europe (France); European Union

This document is a folder full of brochures describing the activities of Council of Europe and the European Union to celebrate 2001 as a year of languages in order to celebrate the linguistic diversity of Europe and promote the many opportunities available for lifelong language learning. A number of facts and figures about the languages of Europe are included, focusing almost exclusively on primary national languages of the member countries. (KFT)

ED 451 726 FL 026 665

Bibliographie Moderner Fremdsprachenunterricht, 2000 (Bibliography of Modern Foreign Language Teaching, 2000).
PUB DATE- 00
NOTE- 669p.
LANGUAGE- German
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *Citations (References); Foreign Countries; *German; *Second Language Instruction;

terms of faculty salaries. The estimated total cost for the University of California is higher than that estimated individually for three of the four other public universities with which the University compares itself in terms of faculty salaries. (SLD)

ED 451 748 HE 033 873

Bertonneau, Thomas F.
Declining Standards at Michigan Public Universities. How Changes in Curricula and Teaching Affect Academic Achievement, Career Preparation, and K-12 Education. Second Edition.
PUB DATE- 97
NOTE- 99p.; Foreword by Robert A. Lutz.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; College Preparation; Core Curriculum; Educational Improvement; Elementary Secondary Education; Higher Education; *Low Achievement; Public Colleges; *Undergraduate Students
IDENTIFIERS- *Michigan

The state universities of Michigan, like their counterparts across the United States, are suffering from a general erosion of academic standards and a radical politicization of the undergraduate curriculum. An important dimension of this problem is the effect on K-12 education in Michigan. Poor student performance and poor teacher preparation are directly related. There are many reasons for the decline in academic standards, including the disintegration of an effective core curriculum and the pervasiveness of trendy, politically correct courses, as well as declining standards of instruction in reading and writing skills and a gap between what students are taught and what they really need to know. Emphasizing basic skills has been characterized as elitist or as discrimination against ethnic minorities, and teacher education courses frequently focus on the trivial. In some states, the problem of the "dumbed-down university" is being addressed, and Michigan could learn from these efforts. Recommendations are made for improving undergraduate education at Michigan's public universities. These center on reinstating sound instruction in English composition and adopting a core curriculum so that every student in the Michigan state universities undergoes the same essential training and gains exposure to common, high-level material in the arts and sciences. Some supplemental essays are included: (1) "Affirmative Action and Racial Preference at the University of Michigan" (Carl Cohen); (2) "Mathematics in the Postmodernist Era" (Arthur T. White); (3) "Undergraduate Engineering at the University of Michigan" (John A. Clark); (4) "What I Learned at the School of Education" (Andrew Titus); and (5) "Memory and Expectation: Language and Literature at Hillsdale College" (John S. Reist). Appendixes discuss what critics and postmodern professors say about higher education. (Contains 169 endnotes.) (SLD)

ED 451 749 HE 033 874

Koch, Andrew K.
The First-Year Experience in American Higher Education: An Annotated Bibliography. 3rd Edition. The First-Year Experience Monograph Series, No. 3.
PUB DATE- 01
NOTE- 136p.

Past (or Post) Still Prologue? Or 'You Used To Be My Used To Was But Now You Ain't No More'"; (22) "Numbers Last: A Proposal for Improving Departmental or Program Based Graduate Admissions"; (23) "A Passion for Graduate Education"; (24) "An Atlas for Scholars"; (25) "Reducing the Deficit"; and (26) "The Corner of Your Eye." An appendix contains four tributes to Jules B. LaPidus by colleagues. (Contains 125 references.) (SLD)

ED 451 770 HE 033 898

O'Brien, Colleen; Shedd, Jessica
Getting through College: Voices of Low-Income and Minority Students in New England. The New England Student Success Study.
SPONS. AGENCY- Nellie Mae Foundation, Braintree, MA.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Attendance; College Preparation; *College Students; Disadvantaged Youth; Enrollment; Higher Education; Low Income Groups; *Minority Groups; *School Holding Power; *Student Attrition; Student Financial Aid; Student Participation
IDENTIFIERS- *New England; Student Engagement

The New England Student Success Study includes the results of survey of 350 low-income 4-year college students and in-depth interviews with low-income and minority students enrolled in 4-year institutions in the region combined with national data from the U.S. Department of Education. Four areas were of particular interest: (1) precollege preparation; (2) financial aid; (3) involvement at or feeling connected to their institutions; and (4) attendance factors and behaviors that may inhibit persistence. Results of the study reinforce some of the findings from national research. Low-income and minority students face many obstacles to success in postsecondary education. It is usually the combined effect of these barriers that poses the greatest challenge. Precollege programs, such as TRIO or institution sponsored programs, are having an effect for those who participated, but only one quarter of New England students participated in such programs. Financial aid continues to be vital to the success of low-income students, with 90% receiving assistance, and 47% receiving a federal Pell Grant. Overall, the attendance patterns of low-income students do not suggest that they are putting their ability to complete college at risk. Just under one-third were no longer at the college at which they began their studies; the most common reason for transfer was academic choices. Students' involvement in and attachment to their institutions were essential elements of success. Where students live had an impact on their attendance patterns. Students who lived at home or off campus were more likely to be older and attend part-time. Policy recommendations in this report target specific issues from the research. Two appendixes contain a chart of demographics of survey respondents and tables summarizing specific survey questions. (Contains 15 tables, 15 figures, and 24 references.) (SLD)

ED 451 771 HE 033 899

Wellman, Jane V.
Looking Back, Going Forward: The Carnegie Commission Tuition Policy. The New Millennium Project on Higher Education Costs, Pricing, and Productivity Working Paper.
SPONS. AGENCY- Ford Foundation, New York, NY.; Education

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; College Admission; *College Students; *Curriculum; *Diversity (Student); Extracurricular Activities; Higher Education; *Public Policy; Racial Differences; *Student Attitudes

This study is an attempt to bring together research examining diversity initiatives in curriculum and co-curriculum with research on race-based policies, specifically the policy of affirmative action in college admissions. The study attempted to identify and confirm unique background characteristics, beliefs, and predispositions that students brought with them to college that demonstrated predictive values for attitudes about race, race relations, and the use of race in public policy. The study also examined the relationship between race-based public policy and the college environment with an emphasis on diversity curriculum and co-curriculum. Data were drawn from the Cooperative Institutional Research Program 1994 freshman survey, the Student Information Form and a 1998 follow-up conducted by the University of California, Los Angeles, Higher Education Research Institute. The total number of cases for this study was 4,365. The study used A. Satin's method of assessing the impact of college on students, the Input-Environment-Output methodological framework. The dependent variable was student opinion, after 4 years of college, on the use of race/ethnicity as a factor in college admissions. Twenty-six independent variable were used, representing student and institutional characteristics. Study findings show that student policy choice about race-based public policy is linked to many predispositions that students bring with them to the college campus. Chief among these were the student's race, political orientation, and feeling about government treatment of criminals. Even after controlling for student characteristics as they arrive on campus, diversity curriculum and co-curriculum did contribute to the development of racial policy beliefs. The study provides some support for several theories of opposition to affirmative action, but it found the most support for political ideology as an explanation for affirmative action attitudes. (Contains 6 tables and 27 references.) (SLD)

ED 451 791 HE 033 921

Vogelgesang, Lori J.
The Impact of College on the Development of Civic Values: How Do Race and Gender Matter?
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *College Students; Critical Theory; Democracy; Higher Education; Political Attitudes; *Sex Differences; Student Attitudes; *Values

This study focused on a set of outcome measures that reflect some of the values that support engagement in a diverse democracy (commitment to racial understanding and commitment to social activism), and the impact of college on the development of these values. Critical theory is also presented as a perspective that shapes and broadens the understanding of this study's findings. Within each of the four racial groups, the study examined the effects of gender on the development of

*Trustees
IDENTIFIERS- Governing Board Role

This completely redone edition is meant to be a primer on the financial responsibilities of trustees of colleges and universities and on complex trends and issues bearing on the responsibilities of governing boards. Trustees must deal with a complex blend of competing values, evolving information, and challenging analyses while taking into account the academic cultures of their institutions and the context of higher education. They must understand the basics of the financial condition of the institution and should approach their financial responsibilities with common sense. Trustees of a college or university have a responsibility to think like owners, considering the interests of all stakeholders, even those not yet born. Guidelines for particular areas are presented in these chapters: (1) "Understanding Fiduciary Responsibilities"; (2) "Conducting a Workable Budgeting Process"; (3) "Setting Tuition"; (4) "Managing the Endowment"; (5) "Managing Human Resources"; (6) "Setting Capital Budgets and Financing Debt"; (7) "Containing Costs"; (8) "Building Trust and Transparency through the Audit Process"; and (9) "Pulling It All Together." Each chapter contains a list of recommended readings. (SLD)

ED 451 811 HE 033 941

Hardigan, Patrick C.; Sisco, Burton R.
An Analysis of Learning Styles among Full-Time Undergraduate College Students.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Enrollment; Ethnicity; Higher Education; Intellectual Disciplines; *Sex Differences; *Undergraduate Students

In the fall semester, 1999, a random sample of 814 undergraduate college students attending a southern land grant university were asked to complete a Learning Style Profile (LSP). Students were aged 17 to 58 years, with the mean age being 23. The LSP measured students' perceptual response study and instructional preferences. Inferential statistics were used to determine if there were differences in learning style across year of enrollment, college of enrollment, ethnicity, and gender. For gender, there were significant differences in seven areas. Results also show three areas where significant differences existed among ethnic groups: posture, temperature (environmental), and verbal risk. Seven subscales demonstrated statistically significant differences among disciplines. Differences in learning styles were also evident across year of enrollment, with freshmen preferring to learn and study later in the day, and junior and senior students preferring quiet environments. Results demonstrate differences among learning styles across disciplines, gender, ethnicity, and year of enrollment and provide information for research and teaching. (Contains 5 tables and 20 references.) (SLD)

ED 451 812 HE 033 942

Saltiel, Iris; Reynolds, Katherine
Student Connections: An Integrative Model of Cohorts, Community and Learning.
PUB DATE- 01

Levitz student satisfaction survey; (2) withdrawal survey; and (3) the Early Alert Survey. Faculty and staff attitudes and needs are measured by reference to: (1) faculty and staff satisfaction survey; and (2) faculty and staff development survey. Enrollment management and fiscal stability are measured by: (1) enrollment indicators; (2) WSCH vs. Cap Limit; (3) WSCH/FTEF; (4) financial aid default rate; and (5) accident reports and worker compensation claims. Other institutional indicators include: (1) reserve ending balance; (2) full-time to part-time faculty ratio; (3) foundation giving; and (4) student financial aid participation and default rate. Text accompanying 20 figures compares Cuesta performance over time with Cuesta goals. (PGS)

ED 451 831 JC 010 258

Sagi, John P.
ECommerce: Meeting the Needs of Local Business with Cross-Departmental Education.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Computer Mediated Communication; *Computer Oriented Programs; *Course Content; Curriculum Development; *Information Technology; Internet; Marketing; *Technical Education; Two Year Colleges
IDENTIFIERS- *Electronic Commerce

This document offers a brief introduction to electronic commerce (known as eCommerce) and explains the challenges and frustrations of developing a course around the topic. ECommerce blends elements of computer science (HTML and JavaScript programming, for example) with traditional business functions, such as marketing, salesmanship, finance and accounting, to create a new academic discipline. Challenges include: (1) melding aspects of two disciplines into one without duplicating either; (2) identifying and dispelling common misconceptions; (3) placing boundaries around a very dynamic topic; (4) defining local business needs; and (5) making the results meaningful. The course described is offered in day, evening and online sections. Content is divided as follows: new and traditional marketing (40%); HTML and Front Page programming (40%); current telecommunications (10%); and good Web page design (10%). Class projects were designed to stimulate student interest in current issues (such as concerns about taxation and privacy) and required development of an original Web site design with an eCommerce business plan. The document concludes with recommendations for eCommerce course developers. (Contains 3 figures and 23 references.) (PGS)

ED 451 832 JC 010 261

Carnevale, Anthony P.; Desrochers, Donna M.
Help Wanted...Credentials Required: Community Colleges in the Knowledge Economy.
PUB DATE- 01
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; *Community Colleges; *Credentials;

projects relevant to the OG. Each of the 11 project descriptions provides background, work plan 2001, proposed outcomes 2001, and project managers. OG 1, promoting and interpreting research and identification of innovation, covers these 5 projects: reporting system on lifelong learning; promoting competencies for the knowledge society; training of trainers network; learning accessible to all in a changing economy; and mobility and transparency of vocational qualifications. Projects under OG 2, information on vocational education and training (VET), are description and renewal of Member States' VET systems and reference material. OG 3, support to meet the specific needs of CEDEFOP's partners, covers a project to remain a partner in policy formulation and development. Two projects under OG 4, providing forums for debate and links between policymakers, social partners, researchers, and practitioners, are a study visits program and research for policy and debates. The next section discusses information and communication services such as the library and documentation service, electronic media, publications service, translating and editing service, CEDEOP's Brussels office and activities 2001. The final section discusses administration, infrastructure, and organizational support. Appendixes include CEDEFOP's medium-term priorities, budget outline, organizational chart 2001 and statements of the European Training Foundation and EURYDICE). (YLB)

ED 451 339   CE 081 456

Jolly, Janice; Shleder, Mrv
Planning for Life: Career Counseling Program in Dorchester School District Two, SC .
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Career Awareness; Career Development; Career Education; *Career Exploration; *Career Guidance; *Career Planning; Course Selection (Students); *Education Work Relationship; Guidance Programs; High Schools; Middle Schools; Partnerships in Education; School Business Relationship; School Community Relationship; Staff Development; Vocational Interests

Dorchester School District 2 offers a career guidance program that promotes an ongoing, developmental career planning process for each student. The career awareness program in grades K-5 promotes the students' knowledge of self and others; awareness of collaboration among school, home, community, and business and industry; and awareness of careers. The Student Career Planner offers a checklist for the student, based on data collected from grades 6-12. This yellow folder then demonstrated the development process of each student and serves as a repository for assessment results, 6-year career development records, and other pertinent documents counselors deem necessary for successful career planning. The career exploration program in grades 6-8 involves the students in assessment of interests, abilities, and values; exploration of career clusters; and planning for their high school program of study. Career preparation in grades 9-12 involves the students in matching assessment of interests, abilities, and values to plans for a program of study in secondary and postsecondary education and work experiences; participating in school-to-work transition programs; and preparing to successfully enter the

NOTE- 400p.; For the first edition (1992), see ED 346 253.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; Agricultural Supplies; Competency Based Education; Fertilizers; *Greenhouses; Instructional Materials; Integrated Curriculum; Nurseries (Horticulture); *Ornamental Horticulture; *Pests; Plant Growth; *Plant Propagation; Plants (Botany); Postsecondary Education; Secondary Education

This student manual is presented in its first revision, providing a current, basic text for those preparing for greenhouse and floriculture work. Its fourteen chapters are: Overview of the Greenhouse Industry; Greenhouse Structures; Controlling the Greenhouse Environment; Greenhouse Equipment and Lighting; Greenhouse Irrigation Systems; Root Media and Containers; Nutrition; Integrated Pest Management; Plant Height Control by DIF; Bedding Plant Production (Including Geraniums); Flowering Potted Plant Production--Poinsettias, Chrysanthemums, and Easter Lilies; Minor Potted Crops; Cut Flower Production; and Greenhouse Perennial Production. Listed at the beginning of each chapter are competencies that can be achieved as the result of studying information in that chapter. Related math and science concepts are also included at the beginning of each chapter. The list of "terms to know" provides familiarity with the industry terms used in that chapter and improves communication. At the end of each chapter, students can take a self-check on the information they have learned by using review questions. Page references are included for the information needed. Appendixes include 18 references, a glossary of terms, and an index. (YLB)

ED 451 357 CE 081 502

Brickman, Alan; Braun, Linda W.; Stockford, Marge
An Evaluation of the Use of Technology in Support of Adult Basic Education in Massachusetts.
SPONS. AGENCY- Massachusetts State Dept. of Education, Malden.
PUB DATE- 00
NOTE- 51p.; Also supported by the Massachusetts Adult Literacy Technology Team (MALTT) and the Massachusetts Corporation for Educational Telecommunications.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Computers; *Adult Basic Education; *Adult Literacy; Adult Programs; Appropriate Technology; *Computer Literacy; *Computer Uses in Education; Educational Technology; Innovation; Internet; Modernization; *Program Effectiveness; Program Evaluation; Program Implementation; Statewide Planning; Success; Technology Transfer
IDENTIFIERS- *Massachusetts

An evaluation (involving questionnaires, telephone interviews, focus groups, site visits, e-mail questions, and lab observation) assessed the success in implementing a statewide technology plan for adult literacy programs in Massachusetts that grew out of a set of recommendations developed by the Massachusetts Adult Literacy Technology Team (MALTT), an ad hoc group of practitioners. The evaluation generated lessons about use of technology in adult literacy programs. Findings indicated: a well-developed technology infrastructure throughout the adult basic education (ABE) system; a significant level of access to and use of computer technology knowledge application. The necessary conditions for productive knowledge transformation are as follows: a knowledge base; a problem definition related to the base; transformation/learning strategies involving various modes of representing "old" knowledge as well as acquisition of "new" knowledge; and appropriate motivation. To transform this general model to pedagogic research and the advancement of pedagogy, it is necessary to develop a model of the context of pedagogy. Teachers must transform research findings into on-site solutions in interaction with extant knowledge bases, professional expertise, and operating systems involving regulatory and accountability procedures. Education research should be designed and managed by teams containing cadres of educational workers with a shared commitment to following research through to action. Moreover, greater investment in urgency in educational research and in the learning process called transformation is needed. (MN)

ED 451 374 CE 081 521

Rogers, Penny, Ed.
Skills for Life: Statement on the National Strategy for Improving Adult Literacy and Numeracy Skills. The Agency Responds.
PUB DATE- 01
NOTE- 26p.; Draws on a consultation seminar held on January 8, 2001.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; Change Strategies; Delivery Systems; Disabilities; Educational Improvement; Educational Needs; Educational Policy; Educational Research; *English (Second Language); Evaluation Methods; Foreign Countries; Functional Literacy; Homeless People; Information Technology; Instructional Materials; *Literacy Education; *National Programs; Needs Assessment; *Numeracy; Policy Formation; Portfolio Assessment; Program Administration; Program Evaluation; Public Policy; Reading Skills; Research Projects; Skill Development; Special Needs Students; *Strategic Planning; Student Certification; Student Evaluation; Testing *England
IDENTIFIERS- *England

England's Learning and Skills Development Agency welcomes the introduction of a coherent national funding and delivery strategy for adult literacy, numeracy, and English for speakers of other languages (ESOL). The agency believes that the strategy should incorporate the lessons of previous literacy and numeracy initiatives and build on examples of good practice across the post-16 sector, including work-based, community-based, and further education college-based provision. It is also the agency's hope that literacy and numeracy students be approached as adult customers and that funding streams for basic skills be harmonized. The agency has 96 specific recommendations concerning the following areas: (1) challenges facing literacy, numeracy, and ESOL education; (2) motivation and participation; (3) infrastructure for delivery; (4) new targets and resources; (5) priority groups; (6) building a firm foundation (management, teaching staff, initial assessment, accommodation); (6) management of learning (learning programs, certification for bite-sized achievement, progression); (7) national tests; (8) national curriculum; (9) key skills and basic skills; (10) new teaching materials; (11) inspection;

IDENTIFIERS- *Canada; Study Circles; Subtitles; *Sweden

A study was conducted to determine what factors account for the wide Canada-Sweden literacy gap, and what lessons can be learned from such a comparison that may help reduce the incidence of low literacy skills in Canada. The study found that the incidence of low literacy skills (failing to exceed level 2 in all three literacy domains--prose, document, and quantitative) was twice as high among non-immigrants under age 65 in Canada (29 percent) as in Sweden (14 percent). The study also found that most Swedish youth start their working lives with at least a minimum of literacy skills, regardless of level of education, while Canadian youth are highly likely to have low literacy skills unless they continue into postsecondary education. The findings suggest that the Swedish education system may be more successful than the Canadian education system in equipping individuals with literacy skills by the time they leave high school and that Canadians engage less frequently in activities (such as volunteer work, lifelong learning, and using libraries) than Swedes. Among the factors contributing to high literacy skills in Sweden are a society that promotes adult learning among persons with a low initial level of education; strong unions that promote literacy through study circles; and foreign films and television programs that are subtitled, providing a reading refresher even in low-literacy homes. The study suggests these areas that require more policy attention in order to narrow the Canada-Sweden literacy gap: (1) the adequacy of primary and secondary education; (2) the necessity to maintain and upgrade skills throughout life; and (3) increased literacy by promoting volunteer activities and encouraging the use of public libraries among youth. (Contains 12 references.) (KC)

ED 451 391   CE 081 545

Raymond, Margaret; Belanger, Joe
Literacy-Based Supports for Young Adults with FAS/FAE Fetal Alcohol Syndrome/Fetal Alcohol Effects .
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.; British Columbia Ministry of Advanced Education, Training and Technology, Victoria.
PUB DATE- 00
NOTE- 131p.; Project coordinator: Jennifer Cliff-Marks. Editor: Allan Arnett.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adults; *Community Based Instruction (Disabilities); Coping; *Daily Living Skills; *Fetal Alcohol Syndrome; Foreign Countries; Functional Literacy; Helping Relationship; Independent Living; Interpersonal Competence; Learning Disabilities; *Literacy; Literacy Education; Mental Retardation; Social Networks; *Social Support Groups
IDENTIFIERS- *Canada; Chat Rooms

During a 1-year period, a study investigated the contributions made by 3 literacy-based supports (support circles, cognitive compensatory tools, and cognitive enhancement tools) to the lives of 5 young adults, aged 16-34, with FAS/FAE (Fetal Alcohol Syndrome/Fetal Alcohol Effects). Four of the five subjects had IQs (intelligence quotients) above 70 (thus not qualifying for government help), but had major difficulties living without support. Formal literacy-based support circles were created for three of the subjects, and informal circles already existed for the other two. The goals of these circles

Form" (Chalupa, Chen, Sormunen-Jones); "Students as Action Researchers" (Davis, Bartlett); "Student Perceptions of Plateaus Encountered in Court Reporting Skills Building Classes" (Sheets, Morse); "Study of Management Training Program for the Middle-Level Managers" (Wen, Lee); "Top Five Communication Skills Needed by Information Systems Graduates as Perceived by Information Systems Professionals" (McCannon, Crews); and "Trends Occurring in Business and Industry Regarding Information Systems and Technologies" (Gonzenbach, Davis). Papers on innovative instructional practices are "Strategies for Integrating Assistive Technology for Students with Disabilities" (Rader) and "Teaching Voice Recognition Systems" (Bland). The work in progress studies are "Business Students' Perceptions of Electronically-Enhanced Learning" (Braathen) and "Evaluating the Ethical Attitudes of Business Seniors at a Large Midwestern University" (Meeks). Research training papers are "Grant Writing" (Redmann); "Strategies for Using the Statistical Package for the Social Sciences for Business Education Research" (Blaszczynski, Green); and "Tools for Framing Research Problems" (Stout, McQueen). (YLB)

ED 451 407 CE 081 582

Vocational and Technical Education Performance Standards and Competencies.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accounting; *Agricultural Education; Agricultural Engineering; Agronomy; Allied Health Occupations Education; Animal Husbandry; Business Administration Education; *Business Education; Communications; Competency Based Education; Construction (Process); Consumer Education; Environmental Education; Family Life Education; Manufacturing; *Minimum Competencies; Natural Resources; Nurses Aides; Postsecondary Education; Prevocational Education; Secondary Education; *State Standards; *Technology Education; Transportation; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Connecticut; Family and Consumer Sciences; Marketing Education

These Connecticut vocational and technical performance standards and competencies are a guide for overall quality attainment in these seven vocational and technical program areas: agricultural science technology education; business and finance technology education; cooperative work education; family and consumer sciences education; marketing education; medical careers education; and technology education. For these program areas, 17 subject area standards and competencies have been determined. This document is intended to assist local districts in raising expectations, upgrading and improving vocational and technical curriculum and instruction, promoting growth in student achievement, and preparing students effectively for the vocational and technical education statewide assessments. Each program area consists of 1-7 subject areas of concentration or content areas. A content measure is provided for each content area. Each content area consists of performance standards with related competencies for each standard. (YLB)

ED 451 408 CE 081 583

of teenagers and those who most influence them--their parents, teachers, and school principals. The research attempted to identify factors that could increase or diminish the likelihood teenagers would use cigarettes, alcohol, or illegal drugs. Parents were identified as the key to keeping adolescents drug-free. The more parents were hands-on, that is the more they established appropriate rules and standards of behavior plus monitored their teenagers, the lower the youth's risk of substance abuse. Chapter 1 discusses key findings and establishes the relationship between hands-on parents and their teenagers' risk of substance use. Chapter 2 explains how the risk of teen substance abuse was calculated. Chapter 3 discusses positive effects of a strong parent-child relationship, the family structure, and ethnicity. Chapter 4 relates the relationship of hands-on parents to family structure. Chapter 5 explains why the happenings at school and after school are important. Chapter 6 describes additional findings. Appendixes include a sample performance, survey methodology, and survey results. (JDM)

ED 451 425 CG 030 737

Dangerous Liaisons: Substance Abuse and Sex.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 99
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; Comparative Analysis; *Drinking; *Illegal Drug Use; Prevention; Program Descriptions; *Rehabilitation; *Sexuality; *Substance Abuse; Violence

This report takes a comprehensive look at the connections between alcohol, drug use, and sex. Two national data sets on more than 34,000 teenagers and two sets on arrested and incarcerated sex offenders were analyzed. A review of the literature, interviews with experts, and an examination of programs aimed at prevention of abuse were included in the analysis. Chapter 1 presents an introduction and executive summary of the report. Chapter 2 describes the connection between substance use and sex. It includes discussion of religious beliefs, cultural and family values, and media messages and entertainment containing sexual images. Chapter 3 discusses how alcohol and drugs can affect sexual performance and pleasure. Chapter 4 discusses the relationship between alcohol, drugs, and dangerous sexual activity. Individuals using alcohol and drugs are more likely to initiate sex at earlier ages, have more sexual partners and more casual sex partners, and have sex with higher risk partners. Chapter 5 presents specific problems associated with substance abuse and sex among America's teens. Chapter 6 discusses how substance abuse is related to sexual violence. Chapter 7 reviews information concerning sex offenders, recidivism, and treatment. Chapter 8 details substance abuse among prostitutes. Chapter 9 presents ideas for improving policy and practice by summarizing prevention programs already in place. Chapter 10 provides suggestions on how to break down the connection between substance abuse and sex. (Contains 9 appendixes, 14 figures, 19 tables, and over 400 references.) (JDM)

ED 451 426 CG 030 780

social validity; and (5) usefulness to interventions. This study reviewed seven assessment instruments that measure individual and family dynamics. The instruments were: MMPI-2; Dyadic Adjustment Scale (DAS); Eco-Map; Martial Satisfaction Inventory (MSI); Family Environment Scale (FES); Family Adaptability and Cohesion Evaluation Scale-III (FACES-III); Genogram; and Eco-Map. The MMPI-2, used to assess an individual's functioning, was found to be an extremely sound instrument. DAS, used to measure a couple's interactions, showed strengths in reliability for nonmarital dyads. The strength of the MSI is that it helps assess communication in areas where couples have the most trouble. FES measures a family's social environment. FACES III has become the benchmark for family assessment. Genograms can be used when considering extended family relationships and the Eco-Map facilitates clinicians viewing individuals as part of a larger system. When clinicians have the most recent knowledge based upon literature and empirical studies, and have the ability to critically assess each situation, the client has the greatest chance of receiving the best treatment available. (Contains 3 tables and 22 references.) (Author/JDM)

ED 451 447 CG 030 817

Kelly, Sean
Do Increased Levels of Parental Involvement Account for Social Class Differences in Track Placement?
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Advanced Placement; Advantaged; Affluent Youth; Grade 10; High School Students; *Mathematics Achievement; *Parent Participation; Secondary Education; *Social Class; *Student Placement; *Track System (Education)
IDENTIFIERS- *Elite Values

This paper attempts to determine whether increased levels of involvement among socially advantaged parents accounts for children's track placements. Research has shown that students of higher social classes have a greater advantage in attaining placement in elite math sequences. Data from the National Educational Longitudinal Survey (1988) was used to look at sophomore-year track placements in math sequences. The results indicated that highly educated parents were more involved in their child's education. The sole indicator that was not positively correlated was when parents requested students to be held back. The results support the idea that social class has an effect across all of the math sequence transitions. Social class operates regardless of the level of student achievement, although the effect on math sequence placement was strongest, regardless of the level of student achievement. An investigation of the relationship between direct parent involvement and trait placement suggests that an ordered categorical model is appropriate. Appendix is "Coding Procedures for Transcript File." (Contains 8 tables and 32 references.) (Author/JDM)

ED 451 448 CG 030 819

Park, Gilbert C.
Multiple Dimensions of Ethnic Persons: Listening to Korean American College Students.

readjustment is considered from both the bereaved parent's and from the outside observer's perspectives. Readjustment entails a constant interpretation of the grief experienced. It involves changes in perception of self and changes in the relationships with the living family. Readjustment also occurs through the grief that is expressed in emotions, behaviors, coping strategies, and influences on health. The process moves from the attachment to the deceased child to an emergence of a new self/identity and may continue to progress to the discovery of new meaning in life. Counselors can help parents with the process of reconnecting them to life and assist them in functioning in a productive and nondestructive manner. (Author/JDM)

ED 451 468 CS 013 563

Swartz, S. L.; Shook, R. E.
California Early Literacy Learning: Good First Teaching for All Children. Technical Report, 1994.
SPONS. AGENCY- California State Univ., San Bernardino.
PUB DATE- 94
NOTE- 21p.; Sponsored in collaboration with The Ohio State University. For other technical reports, see CS 013 564-565.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Emergent Literacy; *Faculty Development; Instructional Improvement; Models; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *California Early Literacy Learning; Reading Recovery Projects

This 1994 technical report looks at California Early Literacy Learning (CELL), a staff development program designed to help elementary teachers strengthen their teaching of reading and writing. Reading Recovery and other research-based teaching methodologies have been organized into a framework for classroom instruction, and training in the framework is provided in a two-year format that includes participation by the entire instructional team. The report is divided into the following sections: California Early Literacy Learning (an overview); Training Model; Training for Literacy Coordinators; Research; Framework for Early Literacy Lessons; and California Early Literacy Learning Sites. Contains 38 references and a table of data. (NKA)

ED 451 469 CS 013 564

Swartz, S. L.; Shook, R. E.; Klein, A. F.
California Early Literacy Learning: Good First Teaching for All Children. Technical Report, 1996.
SPONS. AGENCY- California State Univ., San Bernardino.
PUB DATE- 96
NOTE- 16p.; For other technical reports, see CS 013 563-565.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; *Emergent Literacy; *Faculty Development; Instructional Improvement; Models; Oral Language; Phonics; Primary Education; *Reading Instruction; *Reading Strategies; Student Needs; Thinking Skills
IDENTIFIERS- *California Early Literacy Learning; Goals 2000; Reading Recovery Projects

The lessons learned by this book's authors, who observed literacy events in third- and fourth-grade classrooms, altered their vision of teaching and learning. The book shares their observations of how students engage in literacy events and construct meaning within these events, focusing on three factors that significantly influence the construction of meaning in classroom settings: stance, social positioning, and interpretive authority--as well as how tensions can arise between students and teachers based on the relationship among these factors. Each chapter in the book combines theoretical perspectives with instructional strategies, giving a conceptual framework for evaluating teaching practice. Chapters in the book are: (1) The Hidden Influences Unveiled: The Story Unfolds; (2) Possibilities in Two Classrooms: Literacy in Practice; (3) Making Our Intentions Visible: Examining Explicitness of Stance in Literacy Events; (4) Acknowledging Social Position: When Children Use Evaluative Criteria to Select Partners; (5) Valuing the Response: Examining Alternative Sources of Meaning and Interpretive Authority; (6) Broadening Our Understandings: Flexibility within the Hidden Influences; and (7) New Directions and Treasures to Consider. Also offers classroom vignettes, Reflection Points, discussion questions, and suggested readings. (Contains 76 references. An appendix discusses classroom data analysis techniques.) (NKA)

ED 451 490 CS 014 341

O'Connor, Rollanda E.; Fulmer, Deborah; Harty, Kristin; Bell, Kathryn
Total Awareness: Reducing the Severity of Reading Disability.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Early Intervention; Primary Education; Professional Development; Program Effectiveness; *Reading Achievement; *Reading Difficulties; *Reading Improvement; Reading Research
IDENTIFIERS- Phonological Awareness; Reading Fluency

The goal of this study was to describe and measure the effects of continuous, as-needed intervention in reading for 92 children in Grades 1-2, to determine whether the severity of reading disability (RD) could be significantly reduced in the catchment schools. The authors hoped that this kind of professional development would help to discriminate between children with true RD and children whose difficulties were caused by more easily remediated phonological awareness problems or limited exposure to reading activities prior to school entry. In this study the second grade teachers formed their own control, because their children were measured in the first year of the study, when second grade was not included, and also in the following year, when their children were full participants in the treatment. A comparison of the reading achievement of second grade children in Years 1 and 2 showed significant differences favoring children in the treated years in decoding, word identification, fluency, and reading comprehension. (Contains 24 references, and 2 tables and a figure of data.) (Author/RS) and 12, with each of the two sections divided by the content areas reading, writing, listening and speaking, and research. Standards are listed in table format, with each individual skill listed, followed by the suggested standards for each grade. In the second part, standards are grouped by individual grade level, and each standard includes criteria to measure if the skill level exceeds standard, meets standard, approaches standard, or is below standard. Performance level descriptors for grades 2, 3, 5, 8, and 12 are attached. (EF)

ED 451 511   CS 217 438

Bateman, Thomas L.
Writing Centers in 2020--Gone!
PUB DATE- 01
NOTE- 13p.; Paper presented at the College English Association Mid Atlantic Division Conference (Frederick, MD, March 20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Computers; *Futures (of Society); Higher Education; Obsolescence; *Science and Society; *Technological Advancement; Tutoring; *Writing (Composition); *Writing Laboratories
IDENTIFIERS- *Computer Services

Technology brought the writing center to life because of the word processor, but new technology is actually going to create robotic life that thinks with us, for us, to us. It will offer portability all from a microchip stored in a coat pocket. Technology will continue to expedite today's hurry up world, and this will carry over into the writer's world. The demand for instantaneous feedback provided by a computer that can out-think any one human tutor coupled with the complete portability of a computer, fax machine and telephone all carried on a belt loop will eliminate the functional use of a writing center. Contains 13 references. (EF)

ED 451 512   CS 217 462

Spagnoli, Diane L.
The Effectiveness of Two Spelling Instruction Methods at the Second Grade Level.
PUB DATE- 01
NOTE- 47p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 2; *Instructional Effectiveness; Primary Education; *Spelling; *Spelling Instruction; Teaching Methods

The goal of this study was to determine if spelling instruction was more effective when the words presented followed a general spelling pattern or when the words were randomly chosen with no correlation to spelling generalizations. In this six-week study, the spelling performance on pre and post spelling tests of nine boys and seven girls in grade two was investigated. The results suggested that both spelling instruction approaches were successful in assisting children to learn spelling words. (Contains 49 references and 2 tables of data. Appendixes contain spelling lists and 2 charts of data.) (Author/RS)

This paper presents a discussion examining personal revelations discovered through peer critique and teacher response. It begins by discussing the issue of dealing with alien terms and specialized jargon in academic papers, through the example of one instructor's different treatment of two student papers based on the instructor's familiarity with the topic. It then discusses the tension in the writing process between audience exclusion resulting from jargon and exclusion resulting from a reader's own prejudice (homophobia). It continues by explaining how instructors might evaluate papers on subjects unfamiliar to them, stating that teachers should avoid leniency on mainstream papers and should be aware of placing higher standards on student papers dealing with topics unfamiliar to the instructor. It concludes that the difference between exclusive jargon and exclusive subject position matters and must be negotiated somehow. (EF)

ED 451 534   CS 217 501

Cox, Michelle
Navigating This New Terrain: Composing a Course through the University.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Discourse Communities; *Freshman Composition; Higher Education; *Student Adjustment; *Writing Across the Curriculum; Writing Assignments
IDENTIFIERS- *Discourse Based Teaching

This paper describes how freshman composition teachers can provide students with tools for integrating different classes and navigating the university experience by introducing students to discourse community theory and viewing freshman composition as a foundation for Writing Across the Curriculum (WAC). It begins by describing how discourse community theory helped students in one course to make connections between communities and fields of knowledge. It then presents the handout "Tour through the WAC Elements of our Freshman English Course" and associated detailed handouts describing the parts of one instructor's curriculum which teaches discourse community theory and supports WAC. (EF)

ED 451 535   CS 217 502

Rhodes, Jacqueline
Radical Feminism and the Subject of Writing.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; *Feminism; Higher Education; *Writing

study examined the concept of classroom communication apprehension (CCA) and the distance classroom. Ninety-two students from three different classes participated in this study. The results indicated that as the fear of technology confronted in the distance class rose, so did the apprehension to communicate in the class. But as the student experienced a positive feeling with the technology, his/her apprehension to speak in class was less. Suggestions are presented along with limitations. Finally, a plea was made to encourage the research in this new area--the distance classroom. Contains 34 references. Appendixes contain data and the survey instrument. (Author/RS)

ED 451 556 CS 510 521

Fredericks, Anthony D.
Silly Salamanders and Other Slightly Stupid Stuff for Readers Theatre.
PUB DATE- 00
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Curriculum Enrichment; Elementary Education; *Fairy Tales; *Language Arts; Parody; *Readers Theater; *Scripts
IDENTIFIERS- *Childrens Theater

This book contains more than two dozen reader's theater scripts to entertain and amuse those in the classroom or library. The scripts in the book--all are reproducible--can help nurture student language arts skills and the power of the imagination with their fractured "takes" on fairy tales and their twisted legends. Designed to re-energize the reading and writing curricula, this humorous collection of scripts educates and entertains. Performance guidelines and numerous tips and ideas for using reader's theater extend language learning. Appended are: an extensive bibliography selected for further reading, more ideas, and a resource list. (NKA)

ED 451 557 CS 510 522

Coulter, Benjamin B.
The Continuing Importance of Uniqueness.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Southern States Communication Association (71st, Lexington, KY, April 4-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Persuasive Discourse; Public Speaking

People's conception of uniqueness in policy debate has changed dramatically in the past decade. Concepts like "we control uniqueness" and "direction of uniqueness" have come to dominate disadvantage debates. Unfortunately, policy debate has suffered as an activity as the result of some of these debating practices. In response, debaters and judges should reevaluate

University of Colorado Boulder
This paper discusses the role of a Distributed Technology Coordinator at the University of Colorado at Boulder in helping faculty (particularly composition faculty) utilize technology as part of their teaching. It begins by discussing how the Distributed Technology Coordinator establishes relationships with and acts as liaison between university faculty, Information Technologies Services staff, and deans and directors. It then discusses the process of working with these groups, which includes: (1) assessing the technology landscape on and off campus; (2) helping faculty evaluate and use technologies; (3) dealing with faculty learning preferences and perspectives; and (4) helping faculty through the retirement of obsolete technologies. It continues by presenting recommendations for supporting faculty in technology use. It concludes by listing factors contributing to the success of the program. (EF)

ED 451 578 EA 030 823

Ladd, Helen F., Ed.; Hansen, Janet S., Ed.
Making Money Matter: Financing America's Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Budgeting; *Cost Effectiveness; Educational Economics; *Educational Equity (Finance); *Educational Finance; Efficiency; Elementary Secondary Education; Equal Education; *Expenditures; Financial Support; Resource Allocation; School Effectiveness; *School Support; Tax Allocation
IDENTIFIERS- *National Research Council

This book argues that better management of money is more important than in the past if the nation is to raise the achievement of all students. Chapter 1, "Introduction," describes the book's origins and objectives. Chapter 2, "Setting the Stage," offers the goals of facilitating cost-efficient levels of achievement for all, breaking the link between background and achievement, and raising revenues fairly. Chapter 3, "Equity I," assess the meaning and nature of equity issues in educational finance, including efforts through litigation and legislative reforms. Chapter 4, "Equity II," considers the technical and conceptual challenges of educational adequacy. Chapter 5, "Improving the Productivity of Schools," explores productivity definitions and measurements. Chapter 6, "Achieving Goal 1: Promoting Higher Achievement in a Cost-Efficient Way," describes the use of incentives that empower schools and encourage cost-efficient improvements in achievement; reviews site-based management, charter schools, contracting with private firms; and concludes with an assessment of the empirical evidence supporting choice. Chapter 7, "Achieving Goal 2: Breaking the Nexus," explains the connection between funding inequities and poor achievement, stressing the role of technology, school-community linkages, and potential of vouchers. Chapter 8, "Achieving Goal 3: Raising Revenue Fairly and Efficiently," assesses the fairness of property taxes, and evaluates suggested alternatives. Chapter 9, "Conclusion," stresses the importance of balancing values to achieve educational finance equity, adequacy, and fairness. (Contains 38 pages of endnotes.) (TEJ) of their time dealing with student discipline and supervision. During an average workday, few interns reported working on issues of curricular and instructional development. A primary obstacle that hindered job adjustment was the overwhelming job demands and time constraints facing new administrators during their entry year. Weaknesses in the interns' own backgrounds, along with volatile conflicts with faculty, hindered job adjustment and effectiveness. KPIP mentors assisted interns in areas of career and psychosocial assistance. Program activities most useful for interns involved professional feedback, resources and networking, self-reflection, and assistance in managing work demands. (Contains 24 references and tables.) (DFR)

ED 451 598 EA 030 941

Henkin, Alan B.; Dee, Jay R.; Singleton, Carole A.
Teams, Teamwork and Collective Action in Restructured Schools.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Leaders; Organizational Development; Performance Factors; Public Schools; *School District Autonomy; *School Restructuring; Team Teaching; *Teamwork; *Trust (Psychology)

This paper reports on a study that examined the concept of trust-a critical element in the social glue that bonds the organizational team together and enables effective collective action in schools. It delineates an organizational context for consideration of the concept of trust in interactions in restructured schools. The study suggests that the benefits of teams and collective action under new circumstances of school governance manifest within flattened organizations with extended authorities and responsibilities. Additionally, the report sets forth a series of testable propositions associated with trust and teamwork, which may serve as foci for future research. There is convincing support for the position that successful collective action continues to depend on trust among individuals in voluntary activities targeted to the achievement of collective purposes. The study suggests the utility of both instrumental and noninstrumental views and the need to integrate conceptually these perspectives as people seek to understand better this complex phenomenon in the context of team-based systems of restructured schools. (Contains 7 pages of references.) (DFR)

ED 451 599 EA 030 942

Gittins, Naomi E., Ed.
Mitchell v. Helms: Implications for Vouchers.
PUB DATE- 00
NOTE- 10p.; Published bimonthly. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Discipline; *Educational Vouchers; Elementary Secondary Education; *Homophobia; *Homosexuality; *Internet; Public Schools; *Religion; School Districts; Sexual Orientation

*Disabilities; *Educational Change; *Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; Peer Teaching; Severe Disabilities; Teacher Attitudes

The 11 papers in this collection address various aspects of the adoption and implementation of technology in the education of students with disabilities. An introduction by David B. Malouf of the Office of Special Education Programs introduces the collection. The following papers are included: (1) "No Easy Answer: The Instructional Effectiveness of Technology for Students with Disabilities" (John Woodward, Deborah Gallagher, and Herbert Rieth); (2) "It Can't Hurt: Implementing AAC Technology in the Classroom for Students with Severe and Multiple Disabilities" (Bonnie Todis); (3) "Preparing Future Citizens: Technology-Supported, Project-Based Learning in the Social Studies" (Cynthia M. Okolo and Ralph P. Ferretti); (4) "ClassWide Peer Tutoring Program: A Learning Management System" (Charles R. Greenwood, Liang-Shye Hou, Joseph Delquadri, Barbara J. Terry, and Carmen Arreaga-Mayer); (5) "Sustaining a Curriculum Innovation: Cases of Make It Happen!" (Judith M. Zorfass); (6) "Technology Implementation in Special Education: Understanding Teachers' Beliefs, Plans, and Decisions" (Charles A. MacArthur); (7) "Why Are Most Teachers Infrequent and Restrained Users of Computers in Their Classroom?" (Larry Cuban); (8) "Designing Technology Professional Development Programs" (A. Edward Blackhurst); (9) "The Construction of Knowledge in a Collaborative Community: Reflections on Three Projects" (Carol Sue Englert and Yong Zhao); (10) "The Rise and Fall of the Community Transition Team Model" (Andrew S. Halpern and Michael R. Benz); and (11) "How Does Technology Support a Special Education Agenda? Using What We Have Learned To Inform the Future" (Marleen C. Pugach and Cynthia L. Warger). (Individual papers contain references.) (DB)

ED 451 622 EC 308 303

Johnson, Celia E.; Wan, Guofang; Templeton, Rosalyn Anstine; Graham, Lesley P.; Sattler, Joan L.
"Booking It" to Peace: Bibliotherapy Guidelines for Teachers.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bibliotherapy; *Childrens Literature; Classroom Techniques; *Disabilities; Educational Strategies; Elementary Education; Guidelines; Immigrants; Minority Group Children; *Reading Material Selection; *Self Concept; *Teaching Methods

This paper provides guidelines for teachers of students with disabilities in the use of bibliotherapy in classroom settings. A brief history, definition, guidelines, and benefits of bibliotherapy are discussed relative to application for traditional classroom teaching. Guidelines include: (1) motivate the learner with interesting introductory activities and selected classroom activities and materials that represent diversity among families; (2) allow time for the reading of the bibliotherapeutic book by increasing the normal reading time by at least 25 percent or more; (3) provide ample time for students to develop their thoughts about the book; (4) furnish discussion follow-up time with questions that require a complete range of higher level thinking skills; and (5) evaluate the process and the outcome, directing the student or was replicated in seven states and territories from October 1, 1997, through September 30, 2000, and trained 964 physicians. Evaluation data have provided strong evidence of the efficacy of the model in increasing both pediatricians' and family physicians' knowledge and competency as members of early intervention teams. The goals and objectives of the project, theoretical framework, problems encountered, evaluation, and impact are discussed. Appendices include CFIT competencies, independent study manual introductory materials, and evaluation measures. (Contains 13 references.) (CR)

ED 451 641 EC 308 323

Thompson, Sandra; Thurlow, Martha; Spicuzza, Richard
1999 Report on the Participation and Performance of Students with Disabilities on Minnesota's Basic Standards Tests, 1999. State Assessment Series. Minnesota Report 29.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Accommodations (Disabilities); Accountability; *Basic Skills; *Disabilities; *Educational Assessment; Graduation Requirements; *High Stakes Tests; Mathematics Tests; Outcomes of Education; *Reading Tests; Secondary Education; Severity (of Disability); State Programs; State Standards; Student Characteristics; *Student Participation; Writing (Composition)
IDENTIFIERS- Minnesota; *Testing Accommodations (Disabilities)

The fourth statewide administration of Minnesota's Basic Standards Tests in Reading and Mathematics took place in the spring of 1999. The first administration of the statewide Test of Written Composition for 10th graders also took place in 1999. Beginning with the class of 2000, students are required to pass these tests by the time they complete 12th grade in order to receive a high school diploma. This report examines the participation and performance of students with disabilities since the first statewide administration in 1996, across grades 8 through 11. Results from the examination indicate: (1) the participation of 8th grade students with disabilities on the 1999 Basic Standards Tests stands at 90 percent; (2) by 11th grade, over a fourth of the students with disabilities had not yet passed the tests and took them again, some for at least the fifth time; (3) the performance of 8th graders with disabilities has decreased slightly on the mathematics test across each of the 4 years of testing, with only 27 percent in 1999 passing; and (4) the passing rate for 8th graders with disabilities was higher on the reading test than the mathematics test. Appendices include federal requirements for assessment participation. (CR)

ED 451 642 EC 308 324

Walz, Lynn; Thompson, Sandra; Thurlow, Martha; Spicuzza, Richard
Minnesota's Comprehensive Assessments: 1998 and 1999 Participation and Performance of Students with Disabilities. State Assessment Series, Minnesota Report 32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Coordinating Office for Regional Resource Centers, Lexington, KY.; Federal Resource Center for Special Education, Washington, DC.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; Accountability; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Policy Formation; Program Development; *State Programs; *Student Participation; Testing Accommodations; Testing Problems
IDENTIFIERS- Large Scale Assessment; Testing Accommodations (Disabilities)

This report discusses the outcomes of a June 11-12, 1999, forum that addressed alternative assessments and gray areas in large-scale assessments for students with disabilities. The forum included 161 representatives from 42 state departments of education, 3 large school districts, 1 territory, and the Department of Defense Dependent Schools. Five areas of concern emerged: (1) articulating beliefs across stakeholder groups and building support for a system based on those beliefs; (2) identifying the standards that students are expected to meet and determining how to include all students within that framework based on articulated beliefs; (3) responding to political realities and identifying those that do not match articulated beliefs, research-based understanding, or current technical realities; (4) building understanding and skills among all school personnel and Individualized Education Program teams and community partners; and (5) working with best practice leaders and researchers to develop valid assessment that work for maximum numbers of students, and valid accountability systems that reflect progress of all students. The related issues that emerged from the forum for each area of concern are presented. Following an overview of each concern, the report provides charts that contain key concepts discussed by presenting states and discussion groups. (CR)

ED 451 662 EC 308 345

Sandall, Susan; McLean, Mary E.; Smith, Barbara J.
DEC Recommended Practices in Early Intervention/Early Childhood Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Delivery Systems; *Developmentally Appropriate Practices; *Disabilities; *Early Identification; *Early Intervention; Educational Strategies; Educational Technology; Family Programs; Focus Groups; Infants; *Interdisciplinary Approach; Policy Formation; Preschool Children; Preschool Education; Professional Development; Student Evaluation; Teacher Education; *Teaching Methods; Toddlers

This book is designed to provide guidance on effective practices

Individualized Family Service Plan (IFSP) is implemented. There is no empirical basis for deciding which of these approaches is better. However, the following quality assurance indicators can be considered across all models: manageable caseloads, flexibility in caseloads, family choice, family participation, training, and system evaluation. (SG)

ED 451 680 EF 005 324

Parents' Guide to School Indoor Air Quality.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; *Child Health; Elementary Secondary Education; *Guidelines; Public Schools
IDENTIFIERS- *Indoor Air Quality

This parents' guide presents articles on school indoor air pollution, children's health and the symptoms of indoor air pollution, and how schools can improve their air quality. Also included are tips on what to do if the school ignores air quality problems, and some examples of what school districts should be doing to improve their air quality. Several web sites are listed for more information on school environmental health. (GR)

ED 451 681 EF 005 683

Kouri, Christopher
Wait for the Bus: How Lowcountry School Site Selection and Design Deter Walking to School and Contribute to Urban Sprawl.
PUB DATE- 99
NOTE- 106p.; A report prepared for the South Carolina Coastal Conservation League. Figures, maps, and photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bus Transportation; Elementary Secondary Education; Neighborhood Schools; Public Schools; *School Location; *Site Selection; *Student Transportation
IDENTIFIERS- *South Carolina; *Urban Sprawl

This paper presents a study on how the South Carolina school site selection process can affect the quality of the students' experience and access to their schools. Focusing on students options for getting to school, e.g., hazards that prevent students from walking to school and the size of school sites that place schools on the edge of communities, the study found that students are four times more likely to walk to schools built before 1983 than to those built after 1983. The reasons for these trends is the disconnect between the school site selection process and land use planning considerations. School officials and planning agencies work independently of one another. This disconnect is partly attributed to current habits of site selection that were crystallizing in the early 1970s. Recommendations are discussed. Appendices provide lists of Lowcountry schools with data, schools with hazard routes and applicable date, and school sites by decade of construction. Appendices also present the percentage above and below state requirements of K-12 schools built in different decades, the need for certification to teach second language learners; practical classroom examples, strategies, thematic units, student work, and language stories; ideas for promoting cultural sensitivity; logical organization that could easily serve as a basis for a course syllabus; and practical suggestions and useful resources for working with parents of language minority students. This book is intended for classroom teachers of all levels who are working with a few or many second language students. It is also written for second language educators, including those working with pre-service or in-service teachers as well as college instructors of undergraduate and graduate courses in second language, cross cultural communication, and bilingual education. A subject index and an appendix of Web sites for English-as-a-Second-Language teachers are included. (Contains 164 references.) (KFT)

ED 451 704 FL 026 633

Turell, M. Teresa, Ed.
Multilingualism in Spain: Sociolinguistic and Psycholinguistic Aspects of Linguistic Minority Groups. Multilingual Matters 120.
PUB DATE- 01
NOTE- 404p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Arabic; Basque; Cultural Maintenance; Educational Policy; English; Foreign Countries; Immigrants; Italian; Language Attitudes; *Language Minorities; *Multilingualism; Official Languages; Portuguese; Psycholinguistics; Second Language Instruction; Second Language Learning; *Sociolinguistics; Spanish; Uncommonly Taught Languages
IDENTIFIERS- Catalan; Occitan; *Spain

This book aims to advance the understanding of multilingualism in society. Challenges to the myths of monolingualism in the English-speaking countries (the United States, Canada, Australia, New Zealand, and United Kingdom) are commonplace. It is less well-known that the same assumptions and behaviors associated with monolingualism in the English-speaking world are also influential in other countries. This book underscores the fact that Castilian is only one of the languages spoken in Spain. While the issues raised in this volume are of global significance, the book also places developments concerning linguistic diversity in Spain within the European legislative framework. Part one examines the larger established language minorities in Spain: the Catalan and Basque speaking communities and the Galician speech community. Part two looks at the smaller established minorities: the Occitan of the Aran Valley, the Asturian speech community, and the sign language communities. Part three looks at other established minorities: the Gitano and Jewish communities. Part 4 examines the new migrant language minorities, the Brazilian, Cape Verdean, Chinese, Italian, Maghrebi, Portuguese, British, and American communities. Notes and references are included at the end of each chapter. (KFT)

ED 451 705 FL 026 636

Rafferty, Ellen; Collins, James T.; Barnard, Erlin Susanti; Hiple, David
Nah, Baca! Authentic Indonesian Readings. Volume 2: Teachers' Edition and Student Workbook and Reading Packet.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99

Second Language Learning; Teacher Education

This journal is a bibliography and general register for the latest resources in German for language teaching and learning. There are multiple indexes listing sources by author, title, subject, and key words. (KFT)

ED 451 727 FL 026 668

Brooks, David, Ed.; Robbins, Jill, Ed.; Long, Robert, Ed.
Teacher Belief, Teacher Action: Connecting Research and the Classroom. Proceedings of the JALT International Conference on Language Teaching and Learning and Educational Materials Expo (25th, Maebashi City, Japan, October 1999).
PUB DATE- 00
NOTE- 255p.; The accompanying CD-ROM of the proceedings, compatible with Windows and Macintosh operating systems running Acrobat 4.0 or above, is not available from ERIC.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Class Activities; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Language Research; *Second Language Instruction; Second Language Learning; Teaching Methods; World Wide Web
IDENTIFIERS- Japan

Forty papers presented at the Japanese Association for Language Teaching (JALT) conference were selected for inclusion in this volume. JALT is a nonprofit professional organization of language teachers dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. The theme of this conference was connecting research to the classroom. Papers for this volume were selected in part for attention to this larger current running through the second language learning and teaching field. Numerous references are cited in the papers selected for this volume. (KFT)

ED 451 728 FL 026 669

Steiner, Judy, Ed.
English Teachers' Journal, 1997.
PUB DATE- 97
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Elementary Secondary Education; *English (Second Language); Foreign Countries; Hebrew; Professional Development; Second Language Instruction; Second Language Learning; Teaching Methods; Uncommonly Taught Languages; *Whole Language Approach
IDENTIFIERS- *Israel

English Teachers' Journal is an official publication of the Israeli Ministry of Education, Culture and Sport. Each issue contains a series of articles on a single theme, a theme that changes with every issue. Regular features include "Spotlight on Schools"; "Of General Interest"; "From the Field"; "Book Reviews"; "Bulletin Board"; "Round Table Discussion"; "Letters to the Editor"; and "Bagrut Answer Keys." Number 50 focuses on computer assisted language learning (CALL). The articles in this edition represent a wide spectrum of thought on the

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Advising; *College Freshmen; Educational Finance; Educational Practices; Higher Education; *School Orientation; *Student Adjustment; Student Evaluation

This annotated bibliography describes resource materials on educational theory and practice related to the first college year. This edition contains nearly twice as many entries as the second edition. Works are grouped into these topical headings: (1) "Academic Advising and Student Counselling"; (2) "Academic Support"; (3) "Assessment and Evaluation"; (4) "Career Issues"; (5) "Community and Two-Year Colleges" ; (6) "Curriculum and Teaching"; (7) "Faculty"; (8) "Financial Issues"; (9) "The First Year"; (10) "First-Year Seminars"; (11) "Health Topics and Issues"; (12) "International Perspectives"; (13) "Learning Communities"; (14) "New Student Orientation"; (15) "Parental and Family Influence and Issues"; (16) "Peer Influence, Interaction, and Training"; (17) "Reports with Implications for the First-Year Experience"; (18) "Residence Life"; (19) "Retention and Success of First-Year Students"; (20) "Student Behavior, Characteristics, and Development"; (21) "Student Sub-Populations"; (22) "Summer Bridge Programs"; and (23) "Technology." (SLD)

ED 451 750 HE 033 876

Murray, James J., III, Ed.
American Universities and Colleges. Sixteenth Edition. Volumes 1 and 2 .
PUB DATE- 01
NOTE- 1020p.; "Produced in Collaboration with the American Council on Education."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Colleges; Higher Education; *Institutional Characteristics; *Professional Education; *Profiles

This directory describes higher education in the United States. The two volumes contain detailed descriptions of more than 1,900 institutions of higher education, grouped alphabetically by state. Volume 1 contains these sections: (1) "Higher Education in the United States"; (2) "Professional Education in the United States"; and (3) "Universities and Colleges: Institutional Exhibits" (descriptions of institutions from states A-L). Volume 2, a direct continuation of volume 1, contains: "Universities and Colleges: Instructional Exhibits (continued)" (Mississippi through the U.S. Trust Territories), five appendixes: (1) An Academic Costume Code and an Academic Ceremony Guide; (2) Tables of Earned Doctorates and Master's Degrees conferred by American Universities and Colleges, 1869-1997; (3) ROTC Units: Army, Navy, and Air Force; (4) Summary Data by State Institutions Appearing in Part III; and (5) American Council on Education; and an institutional index and a general index. (SLD)

ED 451 751 HE 033 877

Teichler, Ulrich, Ed.; Sadlack, Jan, Ed.
Higher Education Research: Its Relationship to Policy and Practice. Issues in Higher Education Series.
PUB DATE- 00
NOTE- 147p.
LANGUAGE- English

Resources Inst., Boston, MA.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational Finance; Educational History; Educational Policy; *Higher Education; Income; *Public Policy; *Tuition
IDENTIFIERS- *Carnegie Commission on Higher Education; Carnegie Commission Report

In thinking about the design of public policy for higher education finance, it may be instructive to look back at the evolution of finance policy and how it has worked over the last three decades of U.S. higher education. The vehicle for this exploration is the tuition policy framework developed by the Carnegie Commission on Higher Education published in 1973. This seminal work outlined an economic framework for formulating policy on higher education finance as well as specific recommendations for tuition and financial aid policies. The Carnegie Commission conducted a comprehensive review of revenue and expenditure trends in higher education and developed eight recommendations on directions for the future financing of higher education, including the role of student tuition as a source of revenue. An often-remembered recommendation was that resident student undergraduate tuition charges should average one-third of the institution's total cost to educate a student. This Commission's perspective on finance went well beyond this controversial recommendation to include a general framework to guide decisions about higher education finance between the states and the federal government, public and private institutions, and undergraduate and graduate education. The central findings of the Commission's 1973 work can be clustered into: (1) a framework for thinking about higher education finance and the role of tuition as revenue; (2) an analysis of revenue and expenditure patterns to determine "who pays"; (3) an examination of personal and societal benefits accrued from investment in higher education that highlights "who benefits"; and (4) recommendations on optimal pricing policies and overall strategy changes in investment in higher education. The Commission's recommendations were never implemented across the board, but they were influential in framing discussions about finance in higher education. The recommendations of the Carnegie Commission may not be practical in the current environment, but the framework and principles that guided the work are enduring and should be helpful to today's leaders as they struggle with difficult decisions and look for guidance on "best practice." (SLD)

ED 451 772 HE 033 900

Zimbler, Linda J.
Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions, Fall 1998. National Study of Postsecondary Faculty, 1999 (NSOPF:99). E.D. Tabs.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Higher Education; *Instruction; National Surveys; Tables (Data); *Teacher Characteristics

civic values. Data came from the Cooperative Institutional Research Program sponsored by the American Council on Education and the Higher Education Research Institute (HERI) at the University of California, Los Angeles and some studies at other institutions using the HERI questionnaire. The sample for the study consisted of 19,915 students. This study supports previous research that found that having a diverse student body does not, by itself, foster positive developmental outcomes. For commitment to activism, the racial diversity of the student body was not significant in the regression analysis. For the measure of commitment to promoting racial understanding, a diverse student body was a significant predictor only for white students, and its effect is negative. This finding, coupled with findings regarding the positive effects of diversity activities suggests that policies should be developed that take advantaged of a diverse student population by increasing the number and intensity of opportunities for students to interact cross racially. Study findings suggest that treating students as one group masks important factors that influence the development of values. The study implies that are educational practices that are good for all (or at least many) students, which challenges the critical postmodern idea that difference is the most important organizing principle. The study does suggest that race and gender do make a difference when the effects of college on the development of civic values are examined. Yet, there are activities that have positive effects across races, including enrolling in ethnic studies, attending racial awareness workshops, engaging in cross-racial interactions, and participating in community service. An appendix contains supplemental tables. (Contains 9 tables and 44 references.) (SLD)

ED 451 792   HE 033 922

Phipps, Ronald A.
Access to Higher Education in Alaska: Strategies for Success.
SPONS. AGENCY- Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE- 00
NOTE- 31p.; Edited by Diane Barrans and Stephanie Butler.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Advanced Placement; College Bound Students; *College Students; Distance Education; *Employment Qualifications; *Enrollment; Higher Education; *Labor Market; *Student Participation; Training; Transitional Programs
IDENTIFIERS- *Alaska

This study examined the historic and current contexts regarding student participation in higher education as a step toward developing policy recommendations for improving the percentage of Alaskans going to college. There appears to be a mismatch between the workforce needs of the state and the availability of qualified Alaskans for those jobs. As the need for workers grows, projections indicate that Alaska will not enjoy a commensurate increase in high school graduates. There is financial aid available, but still relatively few Alaskans are going to college. The following strategies are suggested to increase access to higher education in Alaska: (1) establish a nonportable need-based grant program; (2) improve the linkage of K-12 and higher education systems; (3) establish indigenous advanced placement programs in Alaskan high schools; (4) improve access to distance education; (5) improve access to

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Community; *Group Membership; Higher Education; *Interpersonal Relationship; *Learning; Literature Reviews; *Models

There is a growing body of literature about "community" in learning, or "cohorts" of learners, but there is relatively little empirical evidence about what these communities and cohorts might be. This paper reviews the literature, recognizes variations in meaning in discussions of community, and takes the first steps toward a model that describes and frames some of these issues in postsecondary education. The model presented is embedded in the concept of student "Connections," whether defined as "cohorts," "task groups," "Communities," "collaborative partnerships," or other entities. The model seeks to account for the many formal and informal ways that students connect as learners in and out of the classroom. The model is merely suggestive; there are not yet enough data to explain student learning connections fully. The suggestive model demonstrates the interrelationships and processes that launch connective learning situations. Communities of learners may begin purposely through an administrative structure or by student initiative. This model goes further by examining three elements related to connections among students in educational settings: (1) processes that initiate connections; (2) occurrences within connections; and (3) outcomes of connections. A figure illustrates the proposed model. (Contains 40 references.) (SLD)

ED 451 813 HE 033 943

Chang, Te-Sheng
Student Perceptions of Student Ratings: Does School Policy Really Matter?
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Students; *Educational Policy; Foreign Countries; Higher Education; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Education
IDENTIFIERS- *Taiwan

The purpose of this study was to investigate the effect of policy at the college level (either mandated by the school or optional) of reviewing their instructors through student ratings and the student perceptions of their own ratings. The sample included 954 students in "teachers colleges" in Taiwan during the 1999 spring semester. The results indicate some differences between perceptions of "required students," those required to evaluate, and "optional students," those who chose the afforded option to evaluate, are statistically significant, although some are not. The significant differences included the

*Economic Climate; Educational Trends; Job Skills; *Professional Training; School Community Relationship; Two Year Colleges; *Vocational Education

This report examines the expanding role of community colleges, the emerging credentialing system, and the changes in the economy that have increased the value of credentials. While business has come to rely on higher education degrees to signify general skills, employers increasingly look for performance-based certifications as indications of more specialized skill. Part 1 of the report elaborates on the seven core credentialing roles of community colleges and the synergy among them. Part 2 describes the fragmented system of credentialing and certification as it expands beyond community colleges into a labyrinth of for-profit and not-for-profit postsecondary institutions, industry and trade associations, commercial vendors, and governments. Part 3 examines the economic and technological forces that are driving the current upheaval in credentialing and certification. These forces have changed the relationship between employers and employees, heightening the need for lifelong learning and demand for performance-based education and training. Part 4 examines credentialing as a dynamic two-way interchange between educational institutions and workplaces. Part 5 discusses the evolution and changing context of the community college, and part 6 presents issues facing the institutions. Part 7 concludes the report by acknowledging that the primary challenge for community college managers is to promote synergy across a wide variety of education and training programs. Contains 135 references. (JA)

ED 451 833 JC 010 263

Shults, Christopher
The Critical Impact of Impending Retirements on Community College Leadership.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Administration; *College Faculty; *College Presidents; *Community Colleges; *Educational Trends; Faculty Development; Futures (of Society); *Leadership; *Leadership Training; Two Year Colleges

A synthesis of recent research efforts, including the 2001 American Association of Community Colleges (AACC) Leadership Survey, this paper highlights trends that have placed community college leadership in peril. Two major issues have combined to create a crisis: (1) community college presidents have been retiring at a high rate--a trend that is expected to continue; and (2) the pipeline for potential leaders is similarly affected, with higher than normal projected retirements over the next 10 years. These retirements lead to a potential lack of leaders to carry on the vital mission of the nation's community colleges. Key findings in this report include the following: (1) nearly half of current community college presidents indicate they will be retiring in the next 6 years; (2) 33 percent of presidents believe that one-fourth or more of their chief administrators will retire in the next 5 years; (3) the skills presidents need in the future will be similar to those needed today, but there will be more emphasis on entrepreneurial spirit, command of technology, and adaptive approach; (4) the average age of people in the most common feeder positions to the presidency is over 50 years old; and work force. Staff development sessions are conducted throughout the year for administrators, teachers, and counselors and through two graduate courses offered to all certified personnel. (YLB)

ED 451 340 CE 081 462

Courtney, Sean; Vasa, Stanley; Luo, Jiali; Muggy, Virginia
Characteristics of Adults as Learners and Implications for Computer-Based Systems for Information and Instruction.
PUB DATE- 99
NOTE- 104p.; Project director was LeeAnn Roth.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Computers; Access to Education; Accessibility (for Disabled); Adult Education; *Adult Learning; Adult Students; *Computer Assisted Instruction; Computer Literacy; *Computer Mediated Communication; Computer Uses in Education; Constructivism (Learning); Distance Education; Educational Technology; Internet; Learning Theories; Metacognition; Motivation; *Special Needs Students; *Student Characteristics; *Systems Development; Theory Practice Relationship; World Wide Web
IDENTIFIERS- Web Site Design

This five-part report synthesizes current theory and research on the adult as learner and generates implications for design and delivery of learning systems, particularly those involving computer-mediated technology and related software. "Adult Learning in Context" (Sean Courtney, Jiali Luo) examines the current situation of the adult learner, with special attention on increased computer use by the adult learning population. "Characteristics of Adults as Learners" (Courtney, Luo) focuses on these six major dimensions that constitute learning: knowledge construction and conceptual change; prior knowledge and experience; motivation, self, and community; metacognition; authentic tasks and environments; and collaboration and self direction. "How Technology Impacts the Learning Process" (Courtney, Luo) focuses on computer-mediated communications systems. "Summary and Conclusions" (Courtney, Luo) presents two sets of implications for technology-based learning system design: those based on characteristics of the learning process and those based on user experiences. "Web Access for Adult Learners with Special Needs" (Stanley Vasa, Virginia Muggy) shares knowledge of adult learners with special needs and characteristics associated with disability categories and related Web design considerations. (Appendixes include 175 references; papers on the learner-centered principle and user interface design for older adults; and descriptions of 10 web sites used in synthesis of recommended Web design guidelines.) (YLB)

ED 451 341 CE 081 463

O'Sullivan, Kate, Ed.
PEPNet Effective Practices Criteria Workbook.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Mott (C.S.) Foundation, Flint, MI.; Ford Foundation, New York, NY.; Pinkerton Foundation, New York, NY.
PUB DATE- 00
NOTE- 68p.; Workbook includes PEPNet Self Assessment Tool and

and a wide variety of related software by adult learners and program staff; a significant level of Internet access among ABE programs; a great deal of interest among staff and learners to expand their use of technology; two significant barriers (time and cost) to effective use of technology for learners, teachers, and administrative staff; a need for best practice models and technical assistance; a significant level of training and staff development among adult literacy staff; development, refinement, and implementation of SMARTT, a statewide student data and outcome tracking system; and a need to explore opportunities for technology-related funding. Among recommendations were: less focus on hardware acquisition and more of a strategic approach to training, curriculum integration, and maximizing use of existing infrastructure. (YLB)

ED 451 358 CE 081 503

Clem, Constance, Ed.
Annotated Bibliography on Offender Job Training and Placement. Second Edition.
SPONS. AGENCY- National Inst. of Corrections (Dept. of Justice/LEAA), Washington, DC.
PUB DATE- 99
NOTE- 69p.; Prepared by LIS, Inc., Longmont, CO. Update of 1997 edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; Criminals; Curriculum; Educational Research; *Job Placement; *Job Training; Outcomes of Education; *Prisoners; Private Sector; Program Descriptions; Self Help Programs; Videotape Recordings; *Vocational Education
IDENTIFIERS- *Prison Industries

This second edition of an annotated bibliography on offender job training and placement lists nearly 400 items from the collection of the National Institute of Corrections (NIC) Information Center in Longmont, Colorado, including 85 items added since the first edition in 1997. Items new to this edition are marked with an asterisk. Citations have been grouped into five major categories: vocational education, inmate industries, offender/ex-offender employment, multidisciplinary materials, and videotapes. Subgroupings within these categories steer the reader to particular topics, including some or all of the following: general, training issues and curricula, self-help materials, outcome studies/evaluation, management issues, program descriptions, and private sector involvement. For each title, the citation lists the author(s), source, sponsoring agency if applicable, date, pagination, and a unique accession number. An annotation summarizes the content of each item. Where applicable a URL (Uniform Resource Locator) is provided for resources available in electronic format on the World Wide Web. Items listed in the bibliography are available from the NIC Information Center. (YLB)

ED 451 359 CE 081 504

Report to the Congress of the United States on the Activities of the Office of Correctional Job Training and Placement during Fiscal Year 1999.
PUB DATE- 00

(11) pathfinder projects; (12) flexible learning and information and communications technology; and (13) next steps. (Specific agency recommendations regarding staff training, priority groups, and non-schedule 2 evaluations are appended. Twenty-five endnotes are included.) (MN)

ED 451 375 CE 081 522

Hughes, Maria; Smeaton, Barry
Searching for Excellence in FE Colleges.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Learning; Adult Students; Apprenticeships; Articulation (Education); Case Studies; Change Strategies; College Programs; Cooperative Planning; Curriculum; Delivery Systems; Educational Finance; Educational Improvement; Educational Needs; *Educational Quality; Educational Trends; Engineering Education; Foreign Countries; Job Training; Literature Reviews; National Surveys; Needs Assessment; Nontraditional Students; *Performance Factors; Postsecondary Education; Program Costs; Program Development; Quality Control; School Business Relationship; *Specialization; Staff Development; Student Needs; Teacher Improvement; Teacher Qualifications;
IDENTIFIERS- *England; General National Vocational Qualif (England); National Vocational Qualifications (England)

The factors responsible for the atypical success experienced by some English further education (FE) colleges were examined through case studies of eight FE colleges that have managed to extend their high-quality vocational education and training (VET) provision in recent years. The 8 colleges were selected from only 56 identified as having significant provision at level 3 in most VET areas. Data were collected from official enrollment, retention, and achievement statistics; a literature review; and site visits. Successful delivery of high-quality specialist VET provision was found to depend on a combination of the following factors: focused mission and strategy; first-rate teaching by expert staff; relevant and coherent content; sustained relationships with employers; and appropriate equipment and accommodation. The following were among key development and delivery issues identified: (1) different types of specialties likely require different delivery models; (2) consideration should be given to a network approach based on linking partner colleges with lead or "teaching" colleges; (3) centers of excellence should have a research and development focus and should quickly establish credibility among employers; and (4) learners from all backgrounds must be nurtured and encouraged to strive for excellence. (Profiles of the sample colleges are appended. The bibliography lists 11 references.) (MN)

ED 451 376 CE 081 523

Harrington, Jeanne Belisle
Transitioning GED and ESOL (ESL) Students into Community College. Rio Salado College ABE Transition Program, Fiscal Year 2000.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

were to help the individuals cope with transitions that youth with disabilities face (employment, living arrangements, transportation, financial independence, making friends, sexuality, self-esteem, and having fun). The circles were most successful with the oldest subject, who understood her problems and welcomed help, while the technique was least successful with one subject who wanted nothing to do with it. These three literacy-based cognitive compensatory tools were designed to help the subjects organize their lives: a weekly magnetic calendar, cleaning support tools, and a student tracker system. In addition, two cognitive enhancement tools, Directions Personal Planning Tool and chatrooms, were used. The study found that although the circles and the tools used were effective, one of the major difficulties was maintaining the commitment of the circle members, who found it physically and emotionally draining. (Five case studies and 54 references are included.) (KC)

ED 451 392 CE 081 548

Guidelines for Conducting the Follow-Up Survey. National Reporting System for Adult Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 01
NOTE- 52p.; For other National Reporting System for Adult Education documents, see CE 081 549-550.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; Data Collection; Educational Assessment; Evaluation Methods; Federal Regulation; *Followup Studies; *Guidelines; Longitudinal Studies; *National Surveys; *Outcomes of Education; Postsecondary Education; *Program Evaluation; *Research Methodology; Sample Size; Sampling; State Surveys; Statewide Planning
IDENTIFIERS- *National Reporting System for Adult Education; Workforce Investment Act 1998 Title II

The National Reporting System (NRS) established reporting requirements for the adult education program required by Title II of the Workforce Investment Act. The NRS defines the measures local programs must collect, the methodologies for collecting them, and state reporting requirements. This document presents the guidelines for conducting the NRS follow-up survey. Following an overview of the guidelines and the document in section 1, section 2 explains all aspects of conducting the survey, beginning with the outcome measures to collect through the survey and how to identify students who should be included. This section also explains the time periods in which to collect the measures, focusing on the employment measures (dependent on students' exit dates). The section continues with the issue of sampling and specifies when programs should include all students in the survey and when they should draw a sample of students. Included in the section is a presentation on basic sampling concepts and terms, followed by the guidelines for sampling to meet the NRS survey requirements. Section 3 presents the states' administrative responsibilities for the survey, reporting requirements and quality control procedures, along with suggestions for alternative methods for collecting the follow-up measures. Three appendixes include the following: (1) the rationale for, and statistical information on, the sampling requirements; (2) sample surveys and examples for drawing a random sample and training staff; and (3) procedures for computing the statewide

Wagner, Daniel A.
Literacy Assessment for Out-of-School Youth and Adults: Concepts, Methods and New Directions. ILI Technical Report.
PUB DATE- 98
NOTE- 23p.; Paper was originally prepared for the Expert Seminar on Literacy in Out-of-School Youth and Adults (Paris, France, June 22-24, 1998), co-sponsored by the International Literacy Institute (ILI) and UNESCO.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; Adult Basic Education; *Adult Literacy; Comparative Analysis; *Comparative Education; Data Collection; Developing Nations; *Educational Assessment; *Evaluation Methods; Foreign Countries; Global Approach; *International Cooperation; National Surveys; Out of School Youth; Secondary Education; *Skill Development; Vocabulary

A critical need remains for a practical and low-cost methodology to bridge the gap between methodologies for assessment of literacy at the national survey level. At the program level, it must be able to be used effectively by those in developing countries with limited funds but major literacy problems. Etic (external, quantifiable, comparison-oriented) measures are clearly important in understanding how people acquire literacy, how educators and policymakers view literacy, and how economic and societal systems interact in an increasingly interdependent world. Collection of international statistics on literacy poses problems that specialists have debated. With the greater need for direct measurement and increased technical capacity for such measurement in developing countries, clarification of issues is occurring in language policy and multilingualism; classification; international comparability of data; and measuring the consequences of literacy. The Education for All approach that emphasizes measuring learning achievement and widening the view to beyond the 3Rs raises definition issues. National and local program needs are artificially separated by goals and tools typically used in these two domains. Confusion exists with regard to the terminology used to describe methods for literacy assessment. Challenges to validity of literacy assessment tools are cross-cultural comparison, targets and "minimum" levels of achievement, and technical/statistical challenges. (Contains 51 references.) (YLB)

ED 451 409 CE 081 587

Kaplan, April
Youth At-Risk of Welfare Dependency.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Woods Fund of Chicago, IL.; McKnight Foundation, Minneapolis, MN.; Administration for Children and Families (DHHS), Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 13p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Agency Cooperation; Community Programs; *Early Parenthood; Economically Disadvantaged; Family Influence; *High Risk Students; High Schools; *Human Services;

Kaufman, Phillip; Chen, Xianglei; Choy, Susan P.; Ruddy, Sally A.; Miller, Amanda K.; Fleury, Jill K.; Chandler, Kathryn A.; Rand, Michael R.; Klaus, Patsy; Planty, Michael G.
Indicators of School Crime and Safety, 2000.
PUB DATE- 00
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Crime; Death; Discipline; Educational Environment; Elementary Secondary Education; *School Safety; Teachers; Victims of Crime; *Violence

This report contains the most recent available data on school crime and safety drawn from a number of statistical series supported by the federal government. It is organized as a series of indicators, with each indicator presenting data on a different aspect of school crime and safety. There are five sections to the report: Violent Deaths at School; Nonfatal Student Victimization--Student Reports; Violence and Crime at School--Public School Principles/Disciplinarian Reports; Nonfatal Teacher Victimization at School--Teacher Reports; and School Environment. Each section contains a set of indicators that, taken together, describe a distinct aspect of school crime and safety. Appendixes include "School Practices and Policies Related to Safety and Discipline," technical notes, and a glossary. (Contains 81 tables and 37 figures.) (MKA)

ED 451 427 CG 030 782

Youth Risk Behavior Surveillance--United States, 1999. CDC Surveillance Summaries.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; At Risk Persons; Death; Drinking; Drug Use; *Health; *High School Students; High Schools; Homicide; Injuries; Sexuality; Suicide; Tables (Data); Traffic Accidents
IDENTIFIERS- Risk Taking

In the United States, approximately three-fourths of all deaths among persons aged 10-24 years result from only four causes: motor-vehicle crashes, other unintentional injuries, homicide, and suicide. Results from this 1999 national Youth Risk Behavior Survey demonstrate that numerous high school students engage in behaviors that increase the likelihood of their death from these four causes. During the 30 days preceding the survey, 16.4% had rarely or never worn a seat belt; 33.1% had ridden with a driver who had been drinking alcohol; 17.3% had carried a weapon; 50.0% had drunk alcohol; 26.7% had used marijuana; and during the 12 months preceding the survey 7.8% had attempted suicide. Substantial morbidity and social problems among young persons also result from unintended pregnancies and STDs, including HIV infection. Two-thirds of all deaths among persons under 25 years of age result from only 2 causes--cardiovascular disease and cancer. The majority of risk behaviors associated with these two causes of death are initiated during adolescence. Results from this study can be utilized by health and education officials to analyze and improve policies and programs that reduce health-risk behaviors among youth. (Contains 43 tables and 11 references.) (Author/MKA)

PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Cultural Background; Higher Education; *Identification (Psychology); Interviews; *Korean Americans; Personal Narratives; *Self Concept; *Social Integration
IDENTIFIERS- *National Identity

This paper examines the assumptions that a person's ethnic identity is equal to his/her national identity by looking at the stories of seven Korean American college students and their ethnic sense of self. It explores the lives and stories of these students as they refine what it means to be Korean American persons through social interactions with non-Korean American students as well as amongst themselves. These students used two labels to describe who they are, Korean American and Asian American. The label of Korean American had two very different meanings: Koreans in the United States and Americans with Korean heritage. Also, most of the participants felt that using a label to describe themselves was very limiting. Several participants used more than these two labels. This suggests that equating one's ethnic identity with national ancestry may not best explain the Korean American students' ethnic sense of self. Some students used the pan-ethnic label of Asian American. This challenges the primordial view on ethnic identity, since Asia is not their national origin. The findings suggest that the ethnic sense of selves for the Korean American students is multi-dimensional and dynamic. An ethnic person may identify the self by using different labels, and different social environments may highlight a different part of the ethnic sense of selves. (Contains 20 references.) (ADT)

ED 451 449   CG 030 820

Harris, Ian M.
Challenges for Peace Educators at the Beginning of the Twenty-First Century.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; Higher Education; History; *Human Relations; International Relations; *Interpersonal Communication; Prevention; *Problem Solving; Violence
IDENTIFIERS- Nonviolence; *Peace Education; Peace Studies

This paper provides a description of the history and advancements made in peace education during the past century. By the end of the 20th century, 200 colleges in the United States had peace studies programs and approximately 1 in 10 of the public schools had conflict resolution programs. The paper focuses on four challenges faced by peace educators today, including: (1) how to replace a military culture with a nonviolent culture; (2) how to convince policymakers and educators to put resources

This 1996 technical report looks at California Early Literacy Learning (CELL), a staff development program designed to help elementary teachers strengthen their teaching of reading and writing. Reading Recovery and other research-based teaching methodologies have been organized into a framework for classroom instruction, and training in the framework is provided in a two-year format that includes participation by the entire instructional team. The report is divided into the following sections: California Early Literacy Learning; Framework for California Early Literacy Learning; Training Model; CELL Implementation; Goals 2000; What Participants Say; and Research. (NKA)

ED 451 470 CS 013 565

Swartz, S. L.; Shook, R. E.; Klein, A. F.
California Early Literacy Learning: Good First Teaching for All Children. Technical Report, 1998.
SPONS. AGENCY- California State Univ., San Bernardino.
PUB DATE- 98
NOTE- 24p.; For other technical reports, see CS 013 563-564.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Emergent Literacy; *Faculty Development; Instructional Improvement; Models; *Reading Instruction; *Reading Strategies; Student Needs; *Writing Instruction
IDENTIFIERS- *California Early Literacy Learning; Goals 2000; Reading Recovery Projects

This 1998 technical report looks at California Early Literacy Learning (CELL), a staff development program designed to help elementary teachers strengthen their teaching of reading and writing. Reading Recovery and other research-based teaching methodologies have been organized into a framework for classroom instruction, and training in the framework is provided in a two-year format that includes participation by the entire instructional team. The report is divided into the following sections: California Early Literacy Learning; Framework for California Early Literacy Learning; Training Model; CELL Implementation; Goals 2000; What Participants Say; and Research. (NKA)

ED 451 471 CS 013 606

Allington, Richard L.
Broad Claims from Slender Findings: Early Literacy Research and Educational Policy Recommendations.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (48th, Austin, TX, December 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Decoding (Reading); *Educational Policy; Policy Formation; Position Papers; Primary Education; *Research Problems
IDENTIFIERS- *Research Results; *Texas; Text Factors

A study of state educational policymaking revealed a number of instances where assertions have been made about what the

ED 451 491 CS 014 342

Courtney, Ann M.; Abodeeb, Theresa L.
Journey of Discovery: Building a Classroom Community through Diagnostic-Reflective Portfolios.
PUB DATE- 01
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; Classroom Techniques; Evaluation Methods; Grade 2; Instructional Innovation; *Language Arts; Literacy; *Portfolios (Background Materials); Primary Education; *Student Development; *Student Evaluation
IDENTIFIERS- *Reflection Process

This book suggests that both students and teachers should think constructively about classroom literacy practices through the use of diagnostic-reflective portfolios--the result of a process of collection and reflection in which teachers and students collaborate to demonstrate a learner's growth over time. The book tells the story of a "journey of discovery" that took place for more than five years in a second-grade classroom. It reports on research which revealed how classroom literacy practices affect students' literacy development and how particular assessment practices can guide students to important reflections about their success as readers and writers. The book shares its authors' ideas, such as: their definition of diagnostic-reflective portfolios and why they are valuable tools for literacy assessment; how to diagnose students with an array of assessment tools, with an emphasis on goal setting as an integral part of constructing diagnostic-reflective portfolios; the process of reflection, how to engage students in the process, and how it shapes a reader-writer's development; examples of students' reflections and development; and sample forms that can be used in students' diagnostic-reflective portfolios. Contains 86 references and a list of 23 children's books cited. (NKA)

ED 451 492 CS 014 344

2001: A Reading Odyssey. Program Manual. Arizona Reading Program.
SPONS. AGENCY- Institute of Museum and Library Services, Washington, DC.
PUB DATE- 01
NOTE- 214p.; Illustrated by David Wiesner. Produced by Arizona Reads. CD-ROM not available from ERIC. Additional files and support can be found online at: http://www.kread.com/odyssey. Funded under the Library Services and Technology Act.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Libraries; Elementary Secondary Education; *Outreach Programs; Preschool Education; *Reading Programs; *Resource Materials
IDENTIFIERS- *Arizona; Program Mapping

The theme for the 2001 Arizona Reading Program is 2001: A Reading Odyssey. This manual includes creative planning and publicity ideas, activities, crafts, bibliographies, and other resources. Changes made to the program this year include: making the materials available in January; provision of multiple workshops

ED 451 513 CS 217 467

Fraser, Deborah
Sin, Hope and Optimism in Children's Metaphors.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Writing; Emotional Response; *Metaphors; *Poetry; Primary Education; Writing Instruction

Metaphor-making is a universal human endeavor that manifests across cultures in various ways. Analyzing metaphors enables educators to gain a greater understanding of many social and cultural issues. Teaching children to write through metaphor based upon their emotional landscapes can reveal much of their inner worlds. Such texts can have a cathartic emotional, spiritual and intellectual value. (Contains 20 references and 8 poems written by students.) (Author/RS)

ED 451 514 CS 217 475

Tarvers, Josephine Koster; Buswell, Eric
"The Tutor's Computer Ate My Paper" and Other Notes from a Pilot Study of E-mail Tutoring.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the National Writing Centers Association (5th, Baltimore, MD, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Mail; Feasibility Studies; Higher Education; *Tutoring; *Writing Instruction; Writing Research
IDENTIFIERS- Dialogic Communication; Face to Face Communication; Tutor Role; *Winthrop University SC; *Writing Conferences

A study examined the feasibility of e-mail tutoring at Winthrop University, a medium-sized state supported liberal arts university with limited technology access. Initially it looked at the questions of directive versus nondirective methods in tutoring, but it quickly spread to questions of submission, formatting, and strategy. A total of 26 e-mail submissions were received from 5 undergraduates and 4 graduate students; the 26 e-mail essays resulted in 17 e-conferences, 8 face-to-face conferences--and the computer "ate" one student e-mail. The tutor allowed students to submit their essays in three different ways. Many questions have been posed as to whether the e-mail conference is collaborative or authoritative, but an e-mail writing conference can be a dialogue, even if the e-mails seem to be going mostly one way. E-tutoring methods were based on articles by David Coogan and by Barbara Monroe. The tutor covered the client's entire essay in the overview, including higher-order concerns and lower-order concerns. The strategy which evolved tried to encourage collaboration; however, the students responded not by e-mailing back to the tutor, but by revising the essays they submitted to their instructor. According to the instructor, the students who received e-mail tutoring did slightly better than the students

(Composition); *Writing Instruction
IDENTIFIERS- Feminist Pedagogy; *Radicalism; Subjectivity; Textuality; Web Sites

The radical feminists of the late 1960s and early 1970s, as well as their online counterparts today, offer provocative examples of networked textuality, a discourse dependent on the constant and visible contextualization of self and writing within the discourses of hegemony. Given its potential use for liberatory writing pedagogies, it seems curious that radical feminism has yet to influence composition studies in any substantial way. This paper discusses composition and radical feminism, particularly radical women's sites online. The paper makes some of these sites "visible" to look at how activist women online move toward collective action through textuality, combining the relative permanence of a resource site and archive with the ever-changing association of hypertext links, visitor input, and guest commentary. It notes that the tension between fixity and fluidity in radical feminist writing mirrors another key tension in discussions of textuality and pedagogy--namely, the tension between liberatory pedagogies and material conditions. Bell hooks' concept of "engaged pedagogy" is key to an understanding of the potential for radical textuality in the writing classroom. The paper concludes that radical feminist textuality is a discourse of the moment; with its emphasis on both the personal and the political, the text and the network, it forms a particularly telling example of writerly subjectivity, mediating between the worlds of gender politics and print culture to change (and yet resist) both. Cites 12 works. (NKA)

ED 451 536 CS 217 503

Paine, Charles
Civic Rhetoric Hot off the Press: 100 Years of Journalism in the Composition Classroom.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational History; Educational Objectives; Higher Education; *Intellectual Disciplines; *Journalism Education; Rhetoric; *Writing Instruction
IDENTIFIERS- Civic Journalism; *Public Discourse

While composition and journalism as academic subjects are roughly contemporaneous and share similar ends, they have been and remain curiously detached. This paper (part of a panel discussion) examines how journalism itself and the teaching of journalism in college has intersected and diverged from the teaching of writing. The pre-Civil War purpose of education in the rhetorical tradition was to prepare a civic leader who understood the values of his culture and used speech to make those values effective in public affairs. The paper takes the broadest viewpoint, noting some of the 19th and 20th century connections and divergences the two disciplines faced in struggling to make their fields meaningful within academia and beyond it. It argues, first, that both academic journalism and composition have had conflicted relationships with the universities that have housed them: both the disciplines the ways in which they consider the question of uniqueness, evidence standards for uniqueness evidence should be raised, and uniqueness debates should include discussions of probability. (Author/RS)

ED 451 558 CS 510 523

Lake-Jones, Felicia
The Effect of Positive Verbal Reinforcement on the Study Behavior of Eighth Grade Students.
PUB DATE- 01
NOTE- 41p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 8; Incentives; Interpersonal Communication; *Middle School Students; Middle Schools; *Positive Reinforcement; *Student Behavior; *Study Skills; *Teacher Behavior; Teacher Student Relationship

This study was conducted in order to investigate the effect of verbal reinforcement on the study behavior of eighth grade students. Twelve middle school students participated. The target students were observed fifteen minutes a day, three days per week. Study behavior was noted with a check or a zero. If the subject was participating in class the majority of the observation period, the observer put a check in her grade book next to the student's name that day for class participation. If a subject was not participating in class the majority of the observation period, the observer put a zero in her grade book next to the student's name for that particular day. The results indicated that positive verbal reinforcement did have an effect on the behavior of eighth grade students. (Contains 20 references and 2 tables of data.) (Author/RS)

ED 451 559 CS 510 524

Simmons, John S.; Dresang, Eliza T.
School Censorship in the 21st Century: A Guide for Teachers and School Library Media Specialists.
PUB DATE- 01
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Adolescent Literature; *Censorship; Childrens Literature; Elementary Secondary Education; *Freedom of Information; Freedom of Speech; *Internet; Legal Problems; *Public Schools; *School Libraries; Textbook Content
IDENTIFIERS- *Controversial Material

As the world enters the 21st century, the access to information and freedom of speech provided by the Internet and other digital technologies have revolutionized the nature of censorship challenges and opened an entirely new realm of legal and social ramifications for censorship in United States schools. In the midst of this digital revolution, traditional forms of censorship continue to take their toll on students' learning opportunities and teachers' instructional choices. This book is designed to help teachers and library media specialists work with both students and school administrators to safeguard their schools against censorship attacks. The book

ED 451 579 EA 030 883

McAndrews, Tobin
Zero Tolerance Polices. ERIC Digest Number 146.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Crisis Management; *Discipline Policy; Educational Policy; Elementary Secondary Education; *Expulsion; Guns; *Police School Relationship; Sanctions; School Safety; *School Security; Suspension; *Violence; *Weapons
IDENTIFIERS- ERIC Digests; Gun Free Schools Act 1994; National Center for Education Statistics; *Zero Tolerance Policy

State legislatures and school boards are adopting a growing number of zero-tolerance polices toward weapons, guns, and violence. Zero-tolerance polices are rules intended to address specific school-safety issues. They have arisen in part as a response to the threat of the withdrawal of federal funds under the 1994 Gun-Free Schools Act, and pressure to address school violence created by extensive media coverage of incidents during the 1990s. The National Center for Education Statistics found that after 4 years, zero-tolerance polices had little effect on previously unsafe schools. Positive results are reported by some schools, including Henry Foss Senior High School in Tacoma (WA), and the Lower Camden Country Regional High School District in New Jersey. Critics of zero tolerance argue that such polices worsen problems in the long term by excluding at-risk students and increasing dropout rates. They also charge that the policies are inconsistently applied and interpreted. Effective zero-tolerance policies must specify consequences; allow flexibility; consider alternatives to expulsion; clearly define weapons, drugs, and inappropriate acts; involve the collaboration of all stakeholders; build on lessons from early programs; integrate health-education programs; tailor policies to local needs; and implement regular program reviews. Sound policies must allow for discretion, incorporate a range of sanctions that appropriately reflect incident severity, direct expelled students to counseling, and be developed as part of broader policies for school safety. (Contains 12 references.) (TEJ)

ED 451 580 EA 030 896

Rouk, Ullik
Policymakers Build Bridges to the Public.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.; Theme issue. "Diane Pan and Sue Mutchler wrote the original research report on which this 'Insights' is based."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Involvement; *Educational Policy; Elementary Secondary Education; Government School Relationship; *Organizational Communication; Outreach Programs; *Policy Formation; School Community Relationship

This issue deals with the Supreme Court's recent decision in "Mitchell v. Helms" that is viewed by many as additional legal fire power for voucher proponents in the battle over the constitutionality of such programs. The discussion attempts to sort out how the High Court's decision may affect the future of voucher programs. Specifically, the Court clearly rejected the respondent's position that it is unconstitutional to divert direct aid to religious purposes. Other articles deal with the premature announcement that vouchers help African-American students, whether schools can discipline students for their Web sites, and whether the Boy Scouts should be allowed access to school facilities. (DFR)

ED 451 600   EA 030 943

Wylie, Cathy
Ten Years On: How Schools View Educational Reform.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 99
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Competition; Curriculum Development; Curriculum Evaluation; *Educational Change; *Educational Finance; Elementary Secondary Education; *Faculty Workload; Financial Support; Foreign Countries; Parent Participation; Parent Role; *Professional Development; Public Schools; *Staff Development; Teaching Load; *Working Hours
IDENTIFIERS- *New Zealand

This report describes the findings of the New Zealand Council for Educational Research's 1999 national survey, in its series looking at the impact of educational reform on primary and intermediate schools. In 1989 reforms were enacted that abolished the Department of Education and began elections for boards of trustees who took responsibility for each school as an individual entity. The report covers such areas as funding, staffing, advisory services and professional development, boards of trustees, workload issues, curriculum, parental satisfaction, parental involvement in schools, increasing competition between schools, and key issues for people in schools. A summary of the main gains of the past decade is also given. The main educational issues for people in schools, including parents, remain resource-based. The main source of dissatisfaction for people in schools is workload and paperwork required by decentralization. The reforms were intended to improve the learning outcomes for children from low-income homes, and Maori children. These children are still underperforming others, on average, and the schools that serve them have gained least, often losing students. It is difficult to say if student achievement as a whole has benefited from the shift to school self-management. Parental satisfaction remains high. Another gain from reform is constructive partnerships that have been formed through the boards of trustees and school professionals. Appendixes cover characteristics of survey responses and sources of information and advice. (Contains 50 references.) (DFR)

ED 451 601   EA 030 944

Banks, Debra L.
Terrel H. Bell School Reform Network First-Year Implementation Evaluation.

students to closure through self-evaluation. The paper also discusses the following effective practices for providing a supportive, safe, and positive discussion: using positive reinforcement, choosing predictable characters and situations, asking nonjudgmental questions, encouraging student-generated questions, extending classroom reading time for students who need it, and providing meaningful extension activities. A booklist of children's literature for bibliotherapy in the classroom is provided in an attached appendix. The appendix provides an extensive booklist divided into the following categories in relation to children's literature for bibliotherapy in the classroom: attention deficit/hyperactive disorder; dyslexia; learning disabilities; mental retardation; minorities and immigration; and disabilities; and social-emotional. (Contains 19 references.) (CR)

ED 451 623   EC 308 304

Investing in Independence: Transition Recommendations for President George W. Bush.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Adults; *Change Strategies; Children; *Civil Rights Legislation; *Disabilities; Disability Discrimination; *Educational Legislation; Equal Opportunities (Jobs); *Federal Legislation; Federal Regulation; Health Services; Housing; Independent Living; Mental Health Programs; *Policy Formation; Transportation
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Educ Act Amend 1997; National Council on Disability; Ticket to Work and Work Incentives Improvement Act

This paper presents rationale, strategies, and recommendations that the National Council on Disability believes are essential to how President George W. Bush and the new Administration can fulfill America's promise to its 54 million citizens with disabilities. President Bush is urged to install a disability friendly Administration, give disability issues high visibility in the Administration, exercise bold leadership in developing federal strategy, require federal agency accountability, particularly for compliance, monitoring, and enforcement responsibilities, and oppose any legislative or judicial weakening of disability civil rights protections by U.S. Congress or the courts. Specific recommendations are provided for strengthening compliance with disabilities civil rights laws and address: (1) the Americans with Disabilities Act; (2) the Individuals with Disabilities Education Act; (3) the Air Carrier Access Act; (4) cultural diversity; (5) independent living; (6) the Assistive Technology Act; (7) health care; (8) housing; (9) transportation; (10) expanding work opportunity; (11) teleworking; (12) the Ticket To Work-Work Incentives Improvement Act; (13) youth with disabilities; (14) access to community living; (15) access to the political process; (16) mental health services; and (17) foreign policy. (CR)

ED 451 624   EC 308 305

Rose, David; Meyer, Anne
The Future Is in the Margins: The Role of Technology and Disability in Educational Reform.
SPONS. AGENCY- Department of Education, Washington, DC. Office of

NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Accommodations (Disabilities); Accountability; Basic Skills; Criterion Referenced Tests; Curriculum Design; *Disabilities; *Educational Assessment; Elementary Education; Graduation Requirements; *Mathematics Tests; *Outcomes of Education; *Reading Tests; School Districts; Severity (of Disability); State Programs; Student Characteristics; *Student Participation; Writing (Composition)
IDENTIFIERS- Minnesota; *Testing Accommodations (Disabilities)

This report focuses on the participation and performance of students with disabilities on the initial administration of Minnesota's Comprehensive Assessments (MCAs). The MCAs are criterion-referenced tests used for district accountability purposes and as tools for making decisions about curriculum and instruction. Assessments in mathematics and reading were initially administered to students in third and fifth grade in 1998 and 1999. The test of written composition was administered to fifth graders only. Results from the examination indicate: (1) school district participation across Minnesota included nearly 85 percent of third and fifth graders with disabilities; (2) participation rates of students across disability categories were similar in 1998 and 1999 with students with learning disabilities, with speech/language impairments, and with emotional/behavioral disorders participating at very high rates; (3) MCAs participation of students with moderate to severe impairments was the lowest of all disability categories at 4 to 9 percent; (4) performance of third graders across all disability categories averaged about 0.5 to 1 standard deviation below the expected mean; and (5) performance of fifth graders with disabilities averaged about 0.75 standard deviation below the expected mean. Appendices include federal requirements for assessment participation and allowable testing accommodations. (CR)

ED 451 643 EC 308 325

Kosciolek, Stacey; Ysseldyke, James E.
Effects of a Reading Accommodation on the Validity of a Reading Test. Technical Report 28.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Accommodations (Disabilities); Auditory Stimuli; *Disabilities; Elementary Education; *Performance Factors; *Reading Aloud to Others; *Reading Comprehension; *Reading Tests; Student Attitudes
IDENTIFIERS- *Testing Accommodations (Disabilities)

This study examined the effects of a reading accommodation on the performance of students on a reading comprehension test. In total, 17 general education students and 15 special education students in grades 3-5 participated. Each student took two equivalent forms of the California Achievement Tests (CAT/5), Comprehension Survey. One form was administered with a read aloud accommodation, the other was administered without it. The read aloud accommodation was provided with an audiocassette player. One male and one female adult reader alternated between that are related to better outcomes for young children with disabilities, their families, and the personnel who serve them. Practices were identified through focus groups of stakeholders: practitioners, personnel trainers, researchers, administrators, and family members. These practices were integrated with those found from an extensive review of the literature. The resulting practices underwent a field validation. After an introductory chapter, chapters are provided that list recommended practices in the following areas: (1) assessment; (2) child-focused interventions; (3) family-based interventions; (4) interdisciplinary models; (5) technology applications; (6) polices, procedures, and systems change; and (7) personnel preparation. Each of these chapters begins with an introductory statement written by the research strand chair and includes the organizing principles or key features that serve as the foundation of each strand. Also included are definitions of terms that are specific to the strand. A listing of the recommended practices follows. Chapters 9 and 10 discuss methods and activities used to produce the recommended practices and provide applications to illustrate ways the practices can be used in the field. Appendices include information on applicable federal laws and resources and position papers. (Chapters include references.) (CR)

ED 451 663 EC 308 347

Winebrenner, Susan; Devlin, Barbara
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E607.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Ability Identification; *Cluster Grouping; Elementary Secondary Education; *Gifted; Grouping (Instructional Purposes); *Homogeneous Grouping; Special Programs; Student Placement; *Teacher Competencies; *Teaching Methods
IDENTIFIERS- ERIC Digests

This digest discusses research that documents the benefits of keeping gifted students together, the advantages and disadvantages of cluster grouping, and how to implement cluster grouping strategies. It argues that cluster grouping allows educators to come much closer to providing better educational services for groups of students with similar exceptional learning needs and that gifted students feel more comfortable when there are other students just like them in the class. Identification of gifted students for participation in the gifted cluster group is discussed, along with keeping progress records for gifted students in cluster groups and specific skills needed by cluster teachers. Cluster teachers should know how to recognize and nurture behaviors usually demonstrated by gifted students, create a learning environment in which all students will be stretched to learn, allow students to demonstrate and get credit for previous mastery of concepts, provide opportunities for faster pacing of new material, incorporate students' passionate interest into their independent studies, facilitate sophisticated research investigations and provide flexible grouping opportunities for

South Carolina Department of Education criteria for school site selection, conservationist land use goals, and efforts to improve site selection in other states to avoid sprawl. A list of informational sources concludes the paper. (GR)

ED 451 682 EF 005 881

School Facilities in Arizona: An Examination of the Relationships between and among School Facilities Characteristics and Educational Outcomes.
SPONS. AGENCY- Arizona State School Facilities Board, Phoenix.
PUB DATE- 00
NOTE- 65p.; Written by Interactive, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Facilities Design; Educational Legislation; Educational Research; Elementary Secondary Education; *Outcomes of Education; Public Schools; *Student School Relationship
IDENTIFIERS- *Arizona

This report examines the relations between school design and student productivity and informs policy decisions. It contains three analytic sections: an analysis of school facilities characteristics and student productivity, a review of other research examining school facilities and student productivity, and an analysis of the need for school construction and renovation within the context of Arizona and Students FIRST (Fair and Immediate Resources for Students Today) legislation. Data collected from 394 schools representing 34,658 students show that school enrollment size is significantly more important to student achievement for Title I students than for non-Title I students. No relationships were found for academic achievement and other school design factors. Relationships between school size and student productivity measures of attendance and promotion (non-academic measures of student productivity) data show statistically small but significant correlations, with larger physical size, higher enrollments, and higher density associated with higher attendance and promotion rates. It is suggested that school administrators and school boards are pressed by the Students FIRST legislation and by the Department of Education's Management and Operations funding to build elementary and middle/junior high schools that are larger than those which support procedures the most achievement by the State's students. Appendices provide acknowlegements and information about Interactive, Inc. (Contains 17 references, 16 tables, and 5 figures.) (GR)

ED 451 683 EF 005 883

Kosik, Kenneth S.; Heschong, Lisa
Daylight Makes a Difference: Daylight in the Classroom Can Boost Standardized Test Scores and Learning. Audiotape .
PUB DATE- 00
NOTE- 0p.; Presented at Learning & the Brain: Using Brain Research to Reshape Classroom Practice National Conference (Boston, MA, April 30-May 2, 2000). Presented by Public Information Resources, Incorporated.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Audiotape Recordings;

NOTE- 499p.; Written in collaboration with: Molly Burns, Michael Ewing, Paryono, I Gusti Agung Ayu Ratih, and Julie Winter.
LANGUAGE- English; Indonesian
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Charts; Foreign Countries; Illustrations; *Indonesian; Instructional Materials; Reading Materials; Resource Materials; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages; *Workbooks
IDENTIFIERS- *Authentic Materials; Indonesia

The selection of reading texts for second language learners of Indonesian for this volume were based on the desire to provide level-appropriate material, to reflect the diversity of contemporary Indonesian society, and to pique the interest of university students. Included materials are from government publications, Jakarta newspapers, provincial newspapers, news magazines, sensational magazines, women's magazines, popular and serious literature as well as personal letters, postcards, memos, and invitations. Although students will learn about Indonesian culture from these readings, the primary objective of this volume is to improve the students' reading proficiency by teaching strategies for reading in a second language. Thus the goal of this volume is to develop independent readers of Indonesian. Student-centered activities are broken up by periodic classroom checks to ensure that all groups are understanding the exercises. The lessons are designed to be completed in class; only the homework exercises are to be completed outside the classroom. The lessons are presented in order of increasing difficulty. The lessons are based on schema Theory which teaches top-down reading strategies, demanding spontaneous interaction between the reader and the text. A more indepth discussion of this theory is provided. The reading packet contains photocopies of several types of authentic written or printed materials the learner of Indonesian might ancounter in everyday life in Indonesia, such as handwritten letters, advertisements, press articles, maps, and official notices. (KFT)

ED 451 706 FL 026 637

Lee, Dong Jae, Ed.; Cho, Sookeun, Ed.; Lee, Miseon, Ed.; Song, Min Sun, Ed.; O'Grady, William, Ed.
Studies on Korean in Community Schools. Technical Report #22.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 269p.
LANGUAGE- Korean
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Bilingualism; *Childrens Literature; Elementary Secondary Education; Foreign Countries; *Korean; Language Acquisition; Language Minorities; Linguistics; Psychology; Second Language Instruction; Second Language Learning; *Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- South Korea

The papers in this volume, all written in Korean, focus on language teaching and learning in Korean community schools. Drawing on innovative experimental work and research in linguistics, education, and psychology, the contributors address issues of importance to teachers, administrators, and parents. Topics covered include: childhood bilingualism; Korean implementation of CALL in the English classroom. The English Inspectorate not only encourages teachers to become computer literate but also wants to provide maximal opportunities for integrating computers into the classroom. Number 51 focuses on whole language and how it has been adapted to the teaching of English as a foreign language in Israel. It is important to note that the Israeli Ministry of Education has not adopted whole language as it is widely known in the United States and elsewhere, but has orchestrated a combination of communicative methodology and whole language principles suitable to the needs of Israeli pupils. The emphasis is on providing a print-rich environment with abundant opportunities for reading and writing. This edition also includes background information on the Israeli "National Standards for Learners of English: A Curriculum for Israeli Schools." (Most articles contain references.) (KFT)

ED 451 729 FL 801 431

Terrill, Lynda
Benefits and Challenges in Using Computers and the Internet with Adult English Learners.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Computer Uses in Education; *Educational Benefits; *English (Second Language); *Literacy; *World Wide Web

Although resources and training vary from program to program, adult English as a Second or Other Language (ESOL) teachers and English learners across the country are integrating computers and Internet use with ESOL instruction. This can be seen in the growing number of ESOL resources available on the World Wide Web. There are very good reasons for this: learners like computers and technology; the Internet levels the playing field for immigrants; and numerous skills can be developed through Internet activities. There are also several challenges in successfully bringing the use of the Internet and World Wide Web into the ESOL context. These challenges include the fact that both content and language difficulty may keep learners from benefiting; many adult ESOL programs have limited or no Internet access; training needs and costs are high; and language learning is largely a communicative process. Nevertheless, if these challenges can be overcome, computer and Internet use can be effective in facilitating language learning. (Contains 12 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 451 730 FL 801 432

Burt, Miriam, Comp.; Florez, MaryAnn, Comp.; Terrill, Lynda, Comp.; Van Duzer, Carol, Comp.
An Annotated Bibliography of Research on Reading and Adults Learning English as a Second Language.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Policy; Educational Practices; *Educational Research; Foreign Countries; *Higher Education; *Researchers
IDENTIFIERS- *Reflective Practice; *Self Reflection

Contributions to this volume show the current state of self-reflection among researchers in higher education, including the conditions they face and the ways in which they research and communicate their findings. The chapters are: (1) "The Relationships between Higher Education Research and Higher Education Policy and Practice: The Researchers' Perspective" (Ulrich Teichler); (2) "Research, Policy and Practice: Assessing Their Actual and Potential Linkages" (Elaine El-Khawas); (3) "Higher Education Research, Policy and Practice: Context, Conflicts and the New Horizon" (Motohisa Kaneko); (4) "Higher Education Research: The Hourglass Structure and Its Implications" (Peter A. M. Maasen); (5) "Higher Education Research and Policy in Canada" (Glen A. Jones); (6) "Higher Education Policy Research in Australia" (Martin Hayden); (7) "Recent Developments of Higher Education Research and Higher Education Policy in Japan" (Akira Arimoto); (8) "Latin America: Higher Education Research in a Transformation Context" (Carmen Garcia Guadilla); and (9) "Higher Education Research in the Light of a Dialogue between Policy-Makers and Practitioners" (Peter Scott). Three annexes contain "Higher Education and the World Bank: From Policy to Practice" by Jamil Salmi, "Social Science Research in Academia and Policy-Making: The Case of Chile" by Raul Urzua, and a bibliography. (Contains 304 references.) (SLD)

ED 451 752   HE 033 879

Timpane, P. Michael, Ed.; White, Lori S., Ed.
Higher Education & School Reform. Jossey-Bass Education Series. Jossey-Bass Higher Education and Adult Education Series.
PUB DATE- 98
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Change; *Elementary Secondary Education; *Higher Education; School Role; *Teacher Education
IDENTIFIERS- *Reform Efforts; *Systemic Educational Reform

This book provides a comprehensive review of the critical relationship between higher education institutions and K-12 schools, including an examination of higher education's role in implementing systemic school reform. The chapters are: (1) "Introduction: Higher Education and School Reform--A Missing Voice" (P. Michael Timpane and Lori S. White); (2) "'Something, But Not Very Much': School-University Partnerships in Historical Perspective" (Theodore R. Mitchell and Lawrence A. Torres); (3) "The Role of State Policy Systems in Fostering Separation or Collaboration" (Patrick M. Callan); (4) "School-College Partnerships" (Kati Haycock); (5) "The Challenge Teacher Education Presents for Higher Education" (Frank B. Murray); (6) "School Improvement and Higher Education" (David K. Cohen); (7) "Enhanced Academic Connections: Deweyan Waste, Ecological Pipelines, and Intellectual Vitality" (Donald M. Stewart and Michael Johanek); and (8) "Higher Education and the Schools: An Alien Commentary" (Harry Judge). Each chapter contains references. (SLD)

ED 451 753   HE 033 880

IDENTIFIERS- *National Study of Postsecondary Faculty

This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study, a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. Depending on their institution's policies, some faculty did not have instructional duties (e.g., teaching one or more classes or advising or supervising students' academic activities), and some individuals with faculty status did not have "faculty" status. All instructional duties for some individuals were related to noncredit courses or advising or supervising noncredit academic activities. Compendium tables 1 through 5 are based on all faculty and instructional staff; compendium tables 6 through 34 include only faculty and staff with some instructional duties for credit. In the fall of 1998 there were about 1.1 million faculty and instructional staff employed by public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. Most were employed by 4-year institutions, with public research and public comprehensive institutions employing the greatest number. Fifty-seven percent were employed full-time and 43% were employed part-time. Employment status varied with the type of institution, but faculty and staff of research institutions were more likely to by full-time employees. Approximately 91% of full- and part-time faculty and instructional staff had some for-credit teaching responsibilities. (Contains 6 figures and 34 tables.) (SLD)

ED 451 773 HE 033 901

Gordon, Randall A.; Grossman, Eugene E.; Smith, Michael R.
Characteristics of Jobs Advertised in the 1994 "APA Monitor."
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Doctoral Programs; Higher Education; Job Analysis; *Occupational Information; *Psychologists; *Scholarly Journals
IDENTIFIERS- American Psychological Association

A content analysis conducted on all 2,846 first-time job advertisements that appeared in the 1994 "APA Monitor" revealed changes in the proportion of openings in a number of disciplines when compared to data from 1984. Comparisons with the 1984 data also revealed that a higher percentage of the 1994 announcements were for academic positions. The number of 1993 U.S. doctoral recipients in each subdiscipline was also compared to the number of 1994 announcements within the subdisciplines. The results of this comparison suggest that overproduction of Ph.D.s may be taking place across various training areas. (Author)

ED 451 774 HE 033 902

Faculty Salaries at California's Public Universities, 2001-02. Higher Education Update.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

distance education; (6) encourage more Alaskan business and industry involvement; and (7) improve the transition from high school to college. Improving access will require that policymakers from all sectors of the Alaskan community contribute. (Contains 3 figures and 38 references.) (SLD)

ED 451 793 HE 033 923

Baiyee, William Agbor
Incorporating Problem-Based Learning Methodology To Prepare for the Medical College Admission Test.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission (School); College Entrance Examinations; *College Students; Higher Education; Medical Education; Medical Students; *Problem Based Learning; Scores; Test Results
IDENTIFIERS- *Medical College Admission Test

The effectiveness of problem-based learning (PBL) in preparing for the Medical College Admission Test (MCAT) was studied. A 10-week PBL experience was implemented to supplement lecture-based instruction in preparing for the MCAT. Over 2 years, 33 students participated. Participants met for 3 hours in small PBL groups directed by a tutor three times weekly to solve timed MCAT passages. After two summers of incorporating PBL into the program, the mean MCAT composite score increased by 2.6 (14%) points. Nineteen of the 33 participants increased their MCAT score by at least 3 points. And 25 (76%) believed that the PBL methodology helped them prepare for the MCAT. (SLD)

ED 451 794 HE 033 924

Bjorck, Ulric
Distributed Problem-Based Learning in Social Economy: A Study of the Use of a Structured Method for Education.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Feedback; Foreign Countries; Higher Education; *Problem Based Learning; *Sociocultural Patterns
IDENTIFIERS- Student Engagement; *Sweden

Students' use of distributed Problem-Based Learning (dPBL) in university courses in social economy was studied. A sociocultural framework was used to analyze the actions of students focusing on their mastery of dPBL. The main data material consisted of messages written in an asynchronous conferencing system by 50 Swedish college students in 2 courses held in different years. Results suggest that when students engage in dPBL, they take responsibility for their learning by creating necessary artifacts. Students gradually establish mutual agreement among the group members using a highly conversational approach. Establishing function on a group level was crucial for mastery of dPBL. Commenting on each other's purposes, concerns, components, and negative effects of the student ratings. There was no statistical mean difference in the application of ratings across the two groups, and both groups had generally positive perceptions of the process of student ratings. Regardless of whether the school policy mandates the evaluation or not, students agreed with the following: (1) all instructors should accept the student ratings; (2) the current students should be the raters; (3) faculty evaluation committees should be responsible for developing the evaluation form; (4) a department-wide form should be used instead of a college-wide evaluation form; (5) the best time to implement student ratings is at the end of the semester; (6) the evaluation process may take place in the classroom; and (7) the classroom chairman should be the person to take charge of the evaluation. (Contains 4 tables and 49 references.) (Author/SLD)

ED 451 814   HE 033 944

Basom, Margaret R.; Yerkes, Diane M.
Modeling Community through Cohort Development.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Contains a small font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Community; *Curriculum; *Group Membership; *Individual Development; Interaction; *Leadership Training; *Models
IDENTIFIERS- *Learning Communities; Process Models; Reflective Thinking

This paper explores the nature of the curriculum within learning communities, specifically, learning communities in leadership preparation programs. It also addresses how cohorts of learning communities operate effectively as cohesive groups, and how they, in turn, promote the enhancement of individuals. The process curriculum advocated in this paper consists of developing the individual, encouraging group interaction, focusing on reflection, and using adult development concepts and a constructivist approach to learning. The role of the instructor in the development of a cohort through such a process curriculum is also explored. Specific practices to develop learning communities that foster individual development might include efforts to enhance self-discovery, individual growth plans, educational platforms, portfolios, and student journals. Group interaction can be promoted through a variety of approaches related to cooperative learning activities, and there are many approaches to developing learning communities that would foster individual and community reflection. Theories of adult learning and development must serve as the foundation for the creation of learning communities in educational administration programs. Efforts to develop communities designed to meet the needs of adult learners should rely on a constructivist approach to learning and teaching. Using both a process curriculum (how to teach) and a content curriculum (what to teach) develops strong learning communities or cohorts of students. (Contains 43 references.) (SLD)

ED 451 815   HE 033 945

(5) mentoring and professional development play key roles in preparing people for leadership positions. (JA)

ED 451 834 JC 010 264

King, James R.
Directions of the New Economy: California's Regional Employment Trends, 1991-1997.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; *Community Colleges; Economics; *Education Work Relationship; Employers; *Employment Patterns; Employment Statistics; *Labor Economics; Manufacturing Industry; Services; Two Year Colleges
IDENTIFIERS- *California Community Colleges

The purpose of this report is to provide California community colleges with a statistical description of regional employment trends between 1991 and 1997. These trends are presented by one-, two-, and three-digit Standard Industrial Classification Codes (SIC) for each of the nine regions of the state: (1) the Bay Area; (2) the Central Coast; (3) the Central Sierra; (4) Northern California; (5) Northern Sacramento Valley; (6) Greater Sacramento; (7) San Diego; (8) San Joaquin Valley; and (9) Southern California. Each chapter contains an overview of employment gains and losses in the region, employment gains and losses by major industrial group, and detailed data on the manufacturing and services sectors, and discusses candidates for additional analysis. The data provide a guide for regional and state decisionmakers as they formulate workforce development policy for the coming year. Report highlights include: (1) the services sector was responsible for 69 percent of the total job growth in the Bay Area, 81 percent in Southern California, and 41 percent in the Central Sierra region; (2) retail trade ranked second to services in Northern California, with 2,763 new jobs; and (3) agriculture ranked second to services in the Central Coast region, with 7,742 new jobs. Contains numerous graphs and figures. (JA)

ED 451 835 JC 010 265

Iowa Community Colleges Year-End Report, Fiscal Year 1998-1999.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Faculty; *Community Colleges; *Educational Finance; *Enrollment; *Enrollment Trends; Institutional Characteristics; Two Year Colleges
IDENTIFIERS- *Iowa

The purpose of this report is to provide a snapshot of the Iowa community colleges during fiscal year 1998-1999. It is not designed to provide trend analysis or year-by-year comparative information. All statistical and financial information used in this publication originates at Iowa's community colleges and is reported to the Iowa Department of Education, Bureau of Community Colleges. Highlights include: (1) credit enrollment (unduplicated headcount) of Iowa's 15 community colleges totaled 93,140, ranging from a low of 1,355 to a high of 18,250; (2) credit hours totaled 1,383,233, ranging from a low

2001 Award Application. Additional funding provided by Texaco Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Educational Resources; *Evaluation Criteria; Partnerships in Education; Postsecondary Education; Program Development; Program Effectiveness; *Program Improvement; Research Utilization; Secondary Education; *Self Evaluation (Groups); Staff Development; Theory Practice Relationship; Young Adults; *Youth Employment; *Youth Programs

Designed for youth programs, funders, policymakers, and researchers, this workbook is a tool and a resource on effective practices for youth employment and development. It is a product of the Promising and Effective Practices Network (PEPNet), which offers a knowledge base of effective strategies and approaches, opportunities for professional development and networking, and a capacity-building process of self-assessment and continuous improvement. A PEPNet registration form is provided as the entry point to PEPNet and access to PEPNet's materials, network, and information. An introduction presents background, context, goals, resources, and benefits of PEPNet. It discusses how youth initiatives, funders, policymakers, and others can benefit from PEPNet. The PEPNet improvement process for programs provides a step-by-step explanation of PEPNet's continuous improvement cycle for program development. The section with PEPNet criteria for effective practices explains PEPNet's 22 Criteria, based on research and practice. The PEPNet self-assessment follows. Staff of a youth initiative can use this set of questions at any time to diagnose its quality. Programs may apply for designation as PEPNet Builders after completing the self-assessment. Next is the PEPNet 2001 Application for Recognition. (Appendixes include 14 recommended references, list of PEPNet awardees, and National Youth Employment Coalition members list.) (YLB)

ED 451 342   CE 081 464

Palladino, Dolores
Vocational Preparatory Instruction: Staff Self-Training Program. Workplace Readiness Module.
PUB DATE- 00
NOTE- 62p.; Module was written for the Vocational Preparatory Instruction Staff Development project developed by the Adult Secondary/GED/VPI Committee of the Practitioners Task Force, with an Adult Education State Leadership grant, 1999-2000.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Classroom Techniques; Cognitive Style; Course Selection (Students); Employment Interviews; *Employment Potential; *Inservice Teacher Education; Job Skills; Learning Activities; Learning Modules; Occupational Tests; Pretests Posttests; *Prevocational Education; Resumes (Personal); Special Needs Students; *Staff Development; *Teaching Methods; Teamwork; Tenure; Vocational Aptitude; *Vocational Evaluation; Vocational Interests
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

Designed for learning managers in a vocational preparatory

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Adult Learning; Agency Cooperation; Agency Role; Annual Reports; Basic Skills; Clearinghouses; Conferences; Coordination; Correctional Education; *Correctional Rehabilitation; Curriculum Development; Data Collection; Delivery Systems; Educational Needs; Employment Potential; Employment Qualifications; *Federal Programs; Focus Groups; Information Dissemination; Information Services; Institutional Personnel; *Job Placement; Job Skills; *Job Training; Needs Assessment; Outcomes of Education; Participant Satisfaction; Partnerships in Education; Postsecondary Education; Private Sector; Professional Development; Program Effectiveness; *Public Agencies;
IDENTIFIERS- (Individuals); Skill Development; *Staff Development; Technical Assistance; Workshops

During fiscal year 1999, the Office of Correctional Job Training and Placement (OCJTP) conducted numerous activities related to its primary functions, which are as follows: (1) coordinate federal departments' and agencies' efforts related to correctional job training and placement; (2) provide training to develop staff competencies needed by state and local agencies to assist offenders and ex-offenders in gaining marketable occupational skills and job placement; (3) provide technical assistance related to development of offender employability to state and local training and employment agencies; and (4) collect and disseminate information on offender job training and placement programs and outcomes. The following were among the specific activities conducted by OCJTP within those 4 functions: (1) cosponsored the first national forum for administrators of offender job training and placement services; (2) convened 12 focus groups to elicit recommendations from inmates, ex-offenders, and corrections staff and administrators regarding offenders' employment needs and skills needed by professionals to meet offenders' employment needs; (3) initiated pilot testing of self-directed interactive software to help states replicate a prison industries program developed in the state of Washington; and (4) developed an 120-hour competency-based training program for corrections staff. (Focus group and survey results are appended, along with training participants' self-reported increases in skills.) (MN)

ED 451 360 CE 081 505

Garner, Barbara
Evaluation of the Impact of "Focus on Basics" on Its Readers. NCSALL Occasional Paper.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Adoption (Ideas); Adult Basic Education; *Adult Educators; *Adult Literacy; Behavior Change; Change Agents; Diffusion (Communication); Educational Research; Linking Agents; *Literacy Education; *Professional Development; Reflective Teaching; Research Reports; Research Utilization; *Scholarly Journals; Shared Resources and Services; Staff Development; Teacher Attitudes; Teacher

(141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Articulation (Education); College Preparation; College School Cooperation; Community Colleges; Compensatory Education; Data Collection; Databases; *English (Second Language); High Risk Students; *High School Equivalency Programs; Hispanic Americans; Independent Study; Intercollegiate Cooperation; Networks; Program Effectiveness; Program Implementation; Recordkeeping; Remedial Programs; Special Classes; Student Evaluation; *Transitional Programs; Two Year Colleges; Workshops
IDENTIFIERS- *General Educational Development Tests; Rio Salado College AZ

In 1998, Rio Salado College in Tempe, Arizona, established a transition program to help students in General Educational Development (GED) test preparation and English-for-Speakers-of-Other-Languages (ESOL) classes make a successful transition to community college. As of the end of the transition program's second year, it had developed into an ongoing, smooth-running program providing students with the support and services they needed for a successful first semester at Rio Salado College. The program faced and overcame several challenges, including finding better ways to recruit and retain GED students and increasing the selectivity of eligibility requirements for ESOL students. Program accomplishments in 1999-2000 included improving the network of college contacts, establishing a series of college preparedness workshops, and establishing an independent study program for ESOL students. As of September 2000, a total of 354 GED and ESOL students had enrolled in 574 classes, 86% of those students completed their classes, 84% of classes were completed, and 93% of those were passed (including 38% with an A). Plans for the program's future include further increasing the number of GED students transitioning into college; designing better assessment tools; and developing an improved data base and record-keeping system for tracking and reporting purposes. (MN)

ED 451 377   CE 081 525

Tackey, Nii Djan; Hillage, Jim; Jagger, Nick; Bates, Peter
The Skills Implications of Electronic Retailing. IES Final Report.
SPONS. AGENCY- Department of Trade and Industry, London (England).
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Administration; Business Skills; Computer Literacy; Definitions; Demand Occupations; Distributive Education; Educational Demand; *Educational Needs; Educational Supply; Emerging Occupations; Employer Attitudes; Employment Patterns; *Employment Qualifications; Entrepreneurship; Foreign Countries; Information Technology; Interviews; *Job Skills; Literature Reviews; Managerial Occupations; Marketing; Needs Assessment; Online Systems; Postsecondary Education; Research Needs; *Retailing; Sales Occupations; Secondary Education; Supervisory Training; Teacher Attitudes; Technical Education; Technological Literacy; Trend Analysis; *Vocational Education
IDENTIFIERS- Customer Relations; *Electronic Commerce; *United Kingdom

The skills and education/training implications of the development of electronic commerce in the United Kingdom's retail industry and its associated supply chain were examined. The major data collection activities were as follows: a literature review;

average from individual program data for federal reporting. (KC)

ED 451 393 CE 081 549

Measures and Methods for the National Reporting System for Adult Education. Implementation Guidelines.
PUB DATE- 01
NOTE- 142p.; For other National Reporting System for Adult Education documents, see CE 081 548 and CE 081 550.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; Data Collection; Educational Assessment; *Evaluation Methods; Federal Regulation; *Followup Studies; Guidelines; Longitudinal Studies; National Surveys; *Outcomes of Education; Postsecondary Education; *Program Evaluation; *Program Implementation; *Research Methodology; State Surveys; Statewide Planning
IDENTIFIERS- *National Reporting System for Adult Education; Workforce Investment Act 1998 Title II

The National Reporting System (NRS) is a project to develop an accountability system for the federally funded adult education program. The system includes a set of student measures to allow assessment of the impact of adult education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures. This implementation document contains five chapters. Following an overview of the system and the document, Chapter 1 presents NRS measures, methods, and reporting requirements in greater detail. Chapter 2 presents definitions of all NRS measures. Chapter 3 presents the data flow framework for the NRS, describing how information flows from the classroom and program on to the state and federal levels. Chapter 3 also discusses the responsibilities of each agency in the data collection and reporting process. Chapter 4 explains NRS methodologies and procedures for collecting each measure, including the follow-up survey and data matching methods. Chapter 5 contains recommendations for local student record systems to enable NRS reporting and provides federal reporting tables. Two appendixes include the following: (1) a list of NRS advisory board members, pilot test participants, and NRS staff; and (2) sample follow-up survey and model methodologies. (Contains 28 references.) (KC)

ED 451 394 CE 081 550

Condelli, Larry; Padilla, Vince; Angeles, January
Report of the Pilot Test for the National Reporting System for Adult Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 99
NOTE- 32p.; For other National Reporting System documents, see CE 081 548-549.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Adult Education; Comparative Analysis; Compliance (Legal); Costs; *Data Collection; Educational Assessment; Feasibility Studies; Federal Regulation; Federal State Relationship; Followup Studies; Models; *Outcomes of Education; Pilot Projects; *Program Evaluation; *State Surveys; Telephone Surveys
IDENTIFIERS- *National Reporting System for Adult Education

Innovation; *Low Income; Program Costs; *State Programs; *Welfare Recipients; Youth; Youth Programs
IDENTIFIERS- *Temporary Assistance for Needy Families

This issue of WIN (Welfare Information Network) Issue Notes focuses on the tendency of children from low-income families to drop out of high school, become teen parents, become involved in drug-related activities, and become involved in other activities that place them at high risk of long-term welfare dependency. Section 1 offers the background. Section 2 outlines these policy issues that states may address when examining at-risk youth: special conditions teen mothers on Temporary Assistance for Needy Families face and additional services they need; kinds of support necessary to teen parents to enhance their ability to achieve self-sufficiency; conditions teen fathers face and special services the state can provide; support services that should be incorporated into all youth programs; new sources of money to support youth activities; and opportunities available to use funding across agencies. Section 3 summarizes research findings on program components and youth program costs. Section 4 describes work in progress. Section 5 describes innovative practices and contact information for programs targeted specifically at teen parents; those providing opportunities for at-risk youth; public/private efforts; and cross-agency initiative. Twenty-six resource contacts and 14 publications are listed. (YLB)

ED 451 410 CE 081 589

Sussman, Tara
Interagency Collaboration and Welfare Reform.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Woods Fund of Chicago, IL.; McKnight Foundation, Minneapolis, MN.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 12p.; Theme issue. Journal title is "Issue Note" on document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Agency Cooperation; Cooperative Planning; *Coordination; Early Childhood Education; *Innovation; Program Design; *Program Development; State Programs; Success; *Welfare Services
IDENTIFIERS- Smart Start NC

This issue of WIN (Welfare Information Network) Issue Notes raises some major issues that agencies may want to address as they consider expanding collaborative efforts. It describes collaborative efforts and identifies resources that could prove useful in designing successful collaborations. Section 1 offers background. Section 2 answers these policy questions: why collaboration is beneficial; how agencies identify partners; what the mechanisms for assigning responsibility are; how participating agencies define objectives; what critical components of successful collaboration are; what funding strategies are; and what the mechanisms for sharing information across agencies are. Section 3 summarizes research that suggests these actions that can lead to successful collaborative efforts and interagency projects: developing a clear explanation of why certain issues are best addressed by multiple groups; ensuring support from the highest levels of

ED 451 428 CG 030 783

Randall, Paula
Art Works! Prevention Programs for Youth & Communities.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 97
NOTE- 100p.; Edited by Dian Magie and Christine E. Miller. In cooperation with Tucson-Pima Arts Council.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art Education; Creative Writing; Elementary School Students; Elementary Secondary Education; *High Risk Students; High School Students; *Intervention; *Prevention; *Programs; Theater Arts; Visual Arts

This book presents model programs that use art in prevention programs for youth. When faced with the serious threats that drugs, violence, and alienation pose for children, communities creatively respond by combining resources and talents. Their lessons are highlighted in this book, and these programs should encourage new collaborations for the sake of young people that extend beyond traditional boundaries. The book begins with two introductions, one by N. R. Chavez and the other by Jane Alexander. Articles included are: (1) "What Is, and What Can Be: Artists Helping Young People" (W. Cleveland); (2) "Tapping Resilience through the Arts" (B. Benard); (3) "The Arts as a Tool for Prevention: The Evaluation Process" (J. D. Betts and J. Paz); and (4) "Resources and Additional Programs for Arts-Based Prevention Programs for Youth" (D. Magie). The rest of the packet offers articles describing eleven successful programs. These programs are: Project Choki & Old Pascua Youth Artists; Vietnamese Youth Development Center Peer Resource Program; Bronx Council on the Arts, WritersCorp; CHIL'ART Playwrights Program; CornerStone Project NETworks Center; Music Theatre Workshop Under Pressure Series; West Dallas Community Centers, Inc., Rites of Passage; South Dakota Improvisational Theatre; United Action for Youth Synthesis Arts Workshop; Teen Resource Project/New Visions/Nueva Visiones Theater; and Charles A. Wustum Museum of Fine Arts, Victory in Peace. (MKA)

ED 451 429 CG 030 784

Prescription Drugs: Abuse and Addiction. Research Report Series.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adults; Drug Education; *Drug Use; Health Services; Medical Services; Pharmacists; Prevention; Role; Sex Differences; *Substance Abuse
IDENTIFIERS- *Prescription Drugs

This publication answers questions about the consequences of abusing commonly prescribed medications including opioids, central nervous system depressants, and stimulants. In addition to offering information on what research says about how certain medications affect the brain and body, this publication also discusses treatment options. It examines prescription drug abuse in older adults as well as in adolescents and young adults, and discusses sex differences in this abuse. The roles into supporting peace education; (3) how to produce research that demonstrates the value of teaching young people how to behave peacefully; and (4) how to develop peace building strategies in schools. At the beginning of the 21st century, peace education is being used to challenge stereotypes where there is a long history of humiliation, victimization, and ethnic, racial, and religious hatred. Peace educators concerned with violent behavior of youth use violence prevention strategies to help students learn how to avoid weapons, bullying, crime, and drugs. Peace educators need to help convince legislators, school boards, administrators, and general citizens to put resources into peace-building approaches to violence prevention. (Contains 43 references.) (JDM)

ED 451 450 CG 030 821

Mirny, Anna I.
Meaning of the Group: Diverging Perspectives of the Early Adolescent Boys and Girls on Their Peer Groups.
PUB DATE- 01
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Grade 8; *Interpersonal Competence; Interpersonal Relationship; Junior High School Students; Junior High Schools; Literature Reviews; *Peer Groups; *Peer Relationship; Popularity; *Sex Differences

A pilot study was conducted with three 8th grade boy and three 8th grade girls to understand their interpretation of the existence of peer groups and their belonging to a specific peer group. The study also attempted to determine whether boys and girls differ in their perceptions of social relationships in school. A literature review was conducted on feminist literature about the relational psychology of adolescent girls; masculinity and boys' peer culture; gender differences in adolescent peer friendship; and adolescent interpersonal competencies as described in developmental psychology. From cross-case conclusions, boys and girls clearly demonstrated different patterns in their perceptions of peer relationships in groups. As for the meaning of being in a peer group, boys and girls differed in that the girls were more concerned about fitting into the group. Both the literature review and pilot study suggested that adolescent boys and girls have different perceptions of peer groups. Boys stated that the group is what they do together. For girls, it is whether they are popular or well-liked. Girls feel more connected and dependent on groups. The importance of qualitative research was stressed in order to help adolescents who have problems with the meaning of peer groups in their lives. (Contains 51 references.) (JDM)

ED 451 451 CG 030 822

Brawdy, Paul
Exploring Human Kindness through the Pedagogy of Aikido.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

"research says" in offering support for particular policies; however, in many of these instances the available research seems to have been distorted or exaggerated in order to better leverage particular policy proposals. The role of decodable texts in beginning reading provides one example of such exaggerations. While several professional groups' position papers support the use of decodable texts, there was a shortage of research to back up such advocacy. The policymaking process on decodable texts observed in Texas has been replicated (with minor variations) in other states, despite the fact that even a cursory reading of the studies cited would have shown that no assertions about the benefits of decodable texts were warranted. The conclusion is that no one in an authoritative policymaking position actually bothered to read the research that was cited. (Contains 11 references.) (NKA)

ED 451 472 CS 014 167

Miller, Pat
Reaching Every Reader: Promotional Strategies for the Elementary School Library Media Specialist. Professional Growth Series.
PUB DATE- 01
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Dramatics; *Educational Games; Elementary Education; Information Literacy; *Language Arts; Learning Activities; *Learning Resources Centers; Mathematics; Multiple Intelligences; Puppetry; School Activities; *School Libraries; Sciences; Social Studies; *Story Telling
IDENTIFIERS- *Promotional Strategies

This book is designed for overextended librarians and for those who are looking for fresh approaches to what they have been doing for years. The intent in the book is to incorporate traditional techniques, such as storytelling and puppetry, with the use of technology, particularly the Internet--many different learning styles are incorporated to reach every reader. Chapter One presents numerous ideas and examples of working with teachers to plan cooperative lessons. Chapter Two is about storytelling techniques, especially using some attention-getting but simple props. Chapter Three shows novice puppeteers how to begin and provides old hands with new ideas. Chapter Four describes how to adapt traditional games to a variety of skills. Chapter Five contains numerous songs related to the curriculum (musical intelligence is underused in the library). Chapter Six discusses ways to get out of a lesson rut by using creative dramatics and out of the walls of the library with virtual field trips for all topics. Chapter Seven gives librarians lots of ways to brighten the days of faculty and staff. Chapter Eight packs a treasure chest of ideas, lessons, and center activities; these lessons can be correlated with a variety of standards in language arts, mathematics, social studies, and science. Contains bibliographies of children's books, of professional books, of Internet sites, and of software. Appendixes contain nine information literacy standards, learning and teaching principles of school media programs, and publishers' Web sites. Also contains many reproducibles. (NKA)

ED 451 473 CS 014 176

in accessible locations and with more funding available; and instructions for submitting materials and listings for the next manual. Sections of the manual are: Introduction; Getting Started; Promotion and Publicity; Registration, Recording, and Rewards; Preschool Through First Grade; Second Through Fifth Grade; Programming for Young Adults; and Special Needs. Contains approximately 320 references. Appendixes contain information on Funding Resources; Coupons; Evaluations; Manual Submissions; and Business and Performer Resources. A CD-ROM provides files to support the manual. (RS)

ED 451 493 CS 014 345

Schug, Mark C.; Tarver, Sara G.; Western, Richard D.
Direct Instruction and the Teaching of Early Reading: Wisconsin's Teacher-Led Insurgency. Wisconsin Policy Research Institute Report, Volume 14, Number 2.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; Elementary Education; *Reading Instruction; *Reading Programs; *Remedial Reading; *Teacher Education
IDENTIFIERS- *Direct Instruction; *Wisconsin

This report addresses the teaching of early reading in Wisconsin, focusing on the Direct Instruction approach and the methods or lack thereof for informing teachers of the approach and of the possibilities and applications for their classrooms. A sample of new Wisconsin teachers were surveyed and six Wisconsin schools were visited to observe teachers using Direct Instruction. The main findings are: (1) the research base for Direct Instruction is unusually solid; (2) the new teachers had learned little about Direct Instruction in their training programs; (3) in the schools visited, Direct Instruction looks as good in practice as it does in the research studies; and (4) Direct Instruction takes time to learn, and the teachers observed fell at different points along the learning curve. Findings suggest that Direct Instruction holds promise for improving the teaching of early reading in Wisconsin. Recommendations are: parents and educators interested in Direct Instruction should visit schools using Direct Instruction and should band together to share information and muster support for Direct Instruction; the Wisconsin Legislature and Department of Public Instruction should support local school districts in Direct Instruction startup activities; and schools and colleges of education in Wisconsin should refocus their preservice teacher training efforts in instruction in the practice of teaching. Contains 24 references, and 2 tables and 2 figures of data. The Teacher Training Survey is attached. (RS)

ED 451 494 CS 014 346

Kaciuba, Christy L.
The Function of Illustration in the Books Written by Maurice Sendak and Mercer Mayer.
PUB DATE- 98
NOTE- 47p.; Master of Arts Thesis, Rowan University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)

who received face-to-face tutoring. The instructor also found that the tutor was able to cover much more in e-mail sessions than could be covered in class sessions. However, interface problems were an issue for the tutor. (Contains a 13-item select bibliography and 4 figures of data.) (NKA)

ED 451 515 CS 217 476

Lawson, Justine
Be It Ever So Humble: Home-School Congruence and Literacy for Poor Kids.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Educational Practices; Educational Research; Elementary Secondary Education; *Family School Relationship; Foreign Countries; *Literacy; *Low Income; *Partnerships in Education
IDENTIFIERS- *Australia (Sydney); Research in Progress

A significant cultural divide between home and school has particular implications for the development of literacy for children whose home practices are not ratified in school. There is increasing evidence, however, that positive partnerships between schools and parents are correlated with enhanced academic outcomes for learners. This paper explores the coming together of two fields in educational research, home and school literacies, and the development of relationships between schools and the communities they serve. The paper reflects on research in progress that examines the articulation of these fields at the point of classroom practice. The research project seeks to explore the coming together of home, community, and school literacies at the level of pedagogy in schools serving disadvantaged communities in Sydney's (Australia) south western suburbs. The project has begun with an investigation into the relationships families have with their schools and continues to explore this as it affects on literacy teaching, the central focus being to discover and investigate the critical issues around pedagogy to emerge from the interplay between home-school relationships and literacy development. Some working definitions of literacy and congruence are developed before a consideration of new terminology to describe a different kind of relationship between home and school--these are then considered in light of classic and recent research into home and school literacies and school and community partnerships. Finally, the paper presents, together with discussion points and future directions, a draft model of congruence developed in response to early data gathered from three schools. (Contains 27 references.) (NKA)

ED 451 516 CS 217 478

Sloan, Glenna
In Bringing Children and Poetry Together, Teaching Matters.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

themselves and their universities have wavered about whether they were utilitarian disciplines or academic ones, and both have had trouble explaining how their work would actually trickle down to influence the society they strived to fix, or even whether their academic ideas should trickle down. The final part of the paper argues that journalism education's bifurcated mission of providing professional-service training and creating a better, more active citizenry should shed light on efforts to do both. (NKA)

ED 451 537　　　　CS 217 504

Coleman, Lisa Hill
Postmodern Rhetorical Situations.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Higher Education; *Modernism; *Postmodernism; *Writing Instruction; *Writing Teachers
IDENTIFIERS- *Composition Theory; Deconstruction; Rhetorical Situation

Teachers of composition are modernists because the teaching of composition has been, and continues to be, a modernist enterprise in American colleges and universities. The question explored in this paper is, why? Why do practitioners of composition remain mired in the modern? Since the 1980s writing teachers have had a sense as a profession that the term "postmodernism" was important, but the more that was learned about the implications of postmodernism to the profession, the less writing teachers were able institutionally to accommodate it. The paper considers a number of reasons why theory has not simply "trickled down" to practice. Its claim is that by taking a cue from the deconstructive tactics of G. Spivak and J. Butler and by borrowing the modern (postmodern) subject that has been posited here, writing teachers may move themselves and their students through L. Bitzer's rhetorical situation, past Pratt's contact zone, on to the postmodern "pagus," and beyond. The paper turns to teaching, not just theorizing, wanting to keep in mind an attitude toward teaching, a "letting learn": what the author/instructor does in her class is link together a number of tactics that might make "letting learn" possible. From a postmodern perspective, the hope is that at some future-anterior time the instructor and her students will have learned not just to think differently but to act and ultimately react differently. The paper then describes some of the instructor's teaching tactics. Cites 21 works. (NKA)

ED 451 538　　　　CS 217 507

Dickinson, Sandra C.
Taking Care of Business: The Repercussions of Commodified Electronic Literacy.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

offers insight into the nature of current censorship challenges to U.S. schools. It recommends using a strong, unified, and proactive approach that includes all members of a school community to help ensure an accessible and safe teaching and learning environment. Following an introduction, the book is divided into these chapters: (1) The 21st Century Student; (2) Origins of School Censorship in the United States; (3) A 21st Century Media-Specialist-Teacher-Student Alliance; (4) Prime Targets; (5) Emerging Concerns; (6) No Longer Safe--Children's and Young Adult Literature; (7) Internet Issues; (8) An In-Depth Look at Censorship Litigation; (9) Reasonable Responses to Censorship; (10) Outreach Approach--Hope for the Future; and an Epilogue. Seven appendixes contain criteria for judging literature; a list of quality young adult fiction; several position papers on censorship; and other informational materials related to censorship. (Contains approximately 200 references.) (NKA)

ED 451 560 CS 510 526

Driskill, Gerald W.
"Did You Know You Are My Hero?" An Experiential Approach to Teaching the Undergraduate Organizational Culture Course.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern States Communication Association (71st, Lexington, KY, April 4-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Descriptions; Drama; Higher Education; Interviews; Journal Writing; *Organizational Climate; *Organizational Communication
IDENTIFIERS- *Organizational Culture

Teaching Organizational Culture is a powerful way to take students beyond a basic understanding of organizations. Students not only are able to glean insights to help them select an organization that best matches their own career direction, but they stand to gain a better sense of the impact they can have as leaders in the organization. This paper describes a series of observation, interview, journal, dyad, and drama activities that enable students to understand a variety of real organizations as well as gain insight into their own values, heroes, and mission. Appendixes contain the course syllabus and sample journal entry summaries. (Author/RS)

ED 451 561 CS 510 527

Thompson, Kathleen B.
Debate over a Proposed FedEx Distribution Hub: Examining the Role of Consensus, Power and Norms of Communication Ethics.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern States Communication Association (71st, Lexington, KY, April 4-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; *Citizen Participation; *Community Action; Community Involvement; *Ethics; Higher Education; *Interpersonal Communication; Political Power

IDENTIFIERS- Arkansas; Oklahoma; *Study Circles

This publication reviews a public-engagement program entitled "Calling the Roll: Study Circles for Better Schools." The program, which was implemented with help from the Southwest Educational Development Laboratory, called for policymakers to interact with the public in study circles in Arkansas and Oklahoma. The report relates what the policymakers had to say about this method of connecting with their constituents. They reported that study circles have the potential to benefit their work in two major ways: by increasing the flow of information between policymakers and constituents and by helping them build relationships with their constituents. The study circles allowed policymakers to hear a diversity of perspectives from constituents whom they would not ordinarily encounter, helped them to receive information that they then added to information received from other sources, enabled them to establish personal networks they could tap for information and expertise, and allowed for increased credibility among policymakers and constituents as each learned about the other's needs. Policymakers also viewed the study-circle format as a way to activate a new and broader constituency for public education. In general, the study circles offered a structure with the potential to bridge the gap between state education policymaking and the schools such policies affect. (RJM)

ED 451 581 EA 030 897

Standards for Staff Development: Elementary School Edition. Study Guide.

PUB DATE- 95

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Educational Administration; *Educational Change; Elementary Education; Excellence in Education; Faculty Development; *Staff Development; *Standards

This document contains staff-development standards developed by over 50 educators. The standards are organized into three categories: context, process, and content. The section on context addresses the organization, system, or culture in which the new learning will be implemented. Process refers to the "how" of staff development and includes descriptions of the ways in which new knowledge and skills can be acquired. Some examples of process standards include group development, follow up and support, and evaluation. The last category, content, refers to the actual skills and knowledge effective elementary school educators need to possess or acquire through staff development. Examples of this category include research-based instructional strategies, pre-adolescent development, high expectations, and curriculum. Each of the standards' descriptions contains several parts: a succinct statement of the staff-development expectation; the theory and research that validates the significance of the standard and expands its understanding; a real-life application of the standard; results that can be expected if the standard is consistently applied; a means for individuals and groups to consider the implications of the standard for their setting; and sources for citations in the rationale section. An appendix includes a self-assessment and planning tool. (RJM)

SPONS. AGENCY- William Caspar Graustein Memorial Fund, Hamden, CT.; Nellie Mae Foundation, Braintree, MA.
PUB DATE- 00
NOTE- 25p.; With Diane Ramsey and Frances Harris-Burke.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Accountability; Administrative Organization; Community Action; *Educational Change; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Evaluation; Parent Role; Public Schools; *Teacher Improvement

In 1998, the Network expanded its project in Connecticut to a series of 10-day workshop. The Network brought together representative 12-member teams from eight Title I elementary schools to learn about successful research-based reform models and best practices. The teams designed a 3-year Reform Blueprint with goals and objectives, including strategies and timetable to guide implementation activities. The Blueprint was organized around the eight components of the comprehensive school reform that are common to high-performing elementary schools: (1) school-site governance by principal and management council; (2) challenging academic standards in reading, math, and writing; (3) student assessment and adult accountability; (4) school-wide character education; (5) site-based professional development; (6) integrated school support services; (7) instructional technology support; and (8) parent and community engagement. These components were identified as the essential ingredients of changing schools from centers of teaching to centers of learning. No one model could encompass everything that was found in this evaluation. Summaries of the evaluation findings are grouped by three prevailing themes: initiating and maintaining change; dominance of one change strategy; and obstacles to change. (DFR)

ED 451 602 EA 030 945

District Approaches to Education Reform. The Laboratory Network Program's Curriculum, Learning, and Instruction Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; *Educational Change; Elementary Secondary Education; *Evaluation; *Instructional Improvement; *Learning Experience; Public Schools; School Districts

A study, begun in 1996, was designed to examine policy regarding implementing curriculum reform across the nation at the state, district, and school levels. This report presents findings from phase two of the three-phase research project. The second and third phases of the research project focus, respectively, on district- and school-level efforts to implement reform. Two of these districts have large proportions of English Language Learners; two have populations of highly mobile students from families of migrant workers; and two have populations of students from families with incomes below the national poverty level. In the first two phases of this study, the influence of policy and practice at two systemic levels--state and district--was examined. The districts used different approaches to implement educational reform. As expected, because of the

Educational Technology.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Assistive Devices (for Disabled); *Computer Assisted Instruction; Computer Managed Instruction; Computer Uses in Education; *Disabilities; Educational Media; *Educational Technology; Elementary Secondary Education; Futures (of Society); *Individualized Instruction; *Technological Advancement
IDENTIFIERS- *Universal Design

This paper posits that when new technologies in education move beyond their initial stages of development, innovations in curriculum design, teaching strategies, and policies will be driven by the needs of students "at the margin," those for whom present technologies are least effective, students with disabilities, and that all students will be the beneficiaries of these innovations. After discussing the present assistive technologies and their benefits for students with disabilities, the future of universal design for learning is discussed. New technologies are highlighted that are changing our concept of the nature of learning, of media, of the learner, of teaching and learning, and of assessment. The paper concludes that the particular benefits for students with disabilities are that the new technologies will, by necessity, recognize both the reality and virtue of diversity. The technologies of the future will be more, not less, diverse, and they will engage many kinds of learners. It is predicted that the implicit goals of education will change from homogenization to diversification--identifying and fostering the inherent diversity among all students, identifying new kinds of learning, new kinds of teaching, and new kinds of success. (CR)

ED 451 625 EC 308 306

Project VIISA Outreach. Outreach Services To Assist States To Replicate a Training Model for Early Interventionists in a Low Incidence Disability Condition: Blindness and Visual Impairment. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 68p.; Early Education Program for Children with Disabilities Outreach Projects.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blindness; *Early Intervention; Infants; *Inservice Education; Preschool Education; Program Design; Program Evaluation; State Programs; Toddlers; Trainers; *Training Methods; *Visual Impairments; Young Children

This report discusses the activities and outcomes an inservice training model. This model was designed to help states provide ongoing training to early intervention, early childhood, and vision personnel. The focus is on personnel that specialize inserving visually impaired children from time of birth to age five. The purpose of the project is to assist states in implementing the VIISA Inservice Training Model thorough the use of each state's instructors. These state instructors are trained by a national instructor who works with them through their first course series. The project works closely with a each passage and set of items for each test form. Each passage was read once at a speed of approximately 120 words per minute. A signification interaction between accommodation effects by student status was not found. However, there was a moderate positive effect size for students with disabilities, while the effect size for students in the general population was minimal. In addition to the test scores, data on student preferences were collected. Students in special education preferred the test with the accommodation, students in general education preferred the test without the accommodation. The study concludes that further investigation with larger groups is needed to determine whether the trends found are maintained. (Contains 26 references.) (CR)

ED 451 644 EC 308 326

Beekman, Lyn
Mediation Plus Options To Resolve the "Real" Problems Underlying Disputes.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arbitration; *Conflict Resolution; *Disabilities; *Due Process; Elementary Secondary Education; Grievance Procedures; Hearings; Minimum Competencies; *Negotiation Agreements; Parent School Relationship; Problem Solving; Special Education; Staff Role
IDENTIFIERS- *Mediation

This paper discusses alternatives to court litigation in special education disputes between schools and parents of students with disabilities. It begins by describing problems with the current hearing process and dispelling myths about alternative dispute resolutions (ADR). The advantages and disadvantages of mediation are then outlined, along with the actual mediation process. Reasons why parties refuse to utilize mediation are also addressed. Practical things to consider in mediation are listed and include: (1) consider the mediator's personality, the mediator's knowledge of the law and practice of special education, and the mediator's work experience; (2) keep the pressure on by having the hearing ready to be scheduled within a couple of weeks; (3) be sure that enough time is set aside to conduct the mediation; (4) prepare for mediation by doing some self-assessment and analyzing underlying problems; (5) consider who should participate; and (6) consider what the agreement should cover. Factors to consider before pursing nontraditional dispute resolution options are provided, along with a description of other ADR options such as facilitation, conciliation, and neutral educational evaluation. Attachments include sample agreements for a relations consultant, a trial placement, a neutral third party, mediation, and a less formal hearing process. (CR)

ED 451 645 EC 308 327

Ford, Bridgie Alexis, Ed.
Multiple Voices for Ethnically Diverse Exceptional Learners, 2000.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English

the entire class. (CR)

ED 451 664 EC 308 348

Homework Practices That Support Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 10p.; Developed by Warger, Eavy & Associates.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Classroom Communication; Classroom Techniques; Communication Skills; *Disabilities; Elementary Secondary Education; Family Environment; Family Involvement; *Homework; Parent Participation; *Parent Teacher Cooperation

This issue discusses homework issues related to students with disabilities and how to ensure that students with disabilities benefit from homework. It addresses communication problems teachers face in assigning homework to students with disabilities and recommendations for overcoming these communication barriers. Strategies are provided for implementing cooperative homework, making homework work at home, providing after school program support for homework, and encouraging parental involvement in homework success. Preferred homework adaptations and tips for assigning homework are listed and include: (1) provide additional one-on-one assistance to students; (2) monitor students' homework more closely; (3) allow alternative response formats; (4) adjust the length of the assignment,; (5) provide a peer tutor; (6) provide learning tools; (7) adjust evaluation standards; (8) give fewer assignments; (9) write the assignment on the chalkboard; (10) explain the assignment clearly; (11) remind students of due date periodically; (12) assign homework in small units; (13) coordinate with other teachers to prevent homework overload; and (14) make sure students and parents have information on policies on missed and late assignments, extra credit, and available adaptations. (Contains 10 references.) (CR)

ED 451 665 EC 308 349

Oreck, Barry; Baum, Susan; McCartney, Heather
Artistic Talent Development for Urban Youth: The Promise and the Challenge. Research Monograph Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 108p.; Funding provided by the GE Fund's Champions of Change program. Support provided by Stanford University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Case Studies; Compensatory Education; Cultural Differences; *Disadvantaged Youth; Elementary Secondary Education; Enrichment Activities; Followup Studies; High Achievement; Higher Education; Longitudinal Studies; Minority Group Children; *Outcomes of Education; Student Motivation; *Talent; *Talent Development; *Urban Education
IDENTIFIERS- New York (New York)

This longitudinal case study investigated issues that influence

*Educational Environment; Educational Research; Elementary
  Secondary Education; *Light; Public Schools; *Scores
  An audiotape presents study analysis of the effect of daylighting on student performance. The study includes a focus on skylighting as a way to isolate daylight as an illumination source, and separate illumination effects from other qualities associated with daylighting from windows. Results from test scores of over 21,000 student records, along with other data sets, from three school districts reveal that students with the most daylighting had from 7 percent to 18 percent higher scores than those with the least. Despite differences in teaching styles, school building design, and very different climates, the three districts show daylighting to have consistently positive and highly significant effects. (GR)

ED 451 684   EF 005 884

Chermayeff, Peter; Townsend, Ted
Designing Schools Based on Brain Research.
PUB DATE- 00
NOTE- 0p.; Presented at Learning & the Brain: Using Brain Research to Reshape Classroom Practice National Conference (Boston, MA, April 30-May 2, 2000). Presented by Public Information Resources, Incorporated.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain; *Educational Environment; *Educational Facilities Design; *Educational Improvement; Elementary Education; Preschool Education; Public Schools; *Student School Relationship
IDENTIFIERS- *Iowa
  An audiotape explains an Iowa rainforest project that promotes experiential learning for children, and explores the effects of the physical environment on the brain. The project is a one-of-a-kind private/partnership that has created a fully integrated, seamless educational facility that combines a public school (prekindergarten through fifth grade), teacher development/training center, rain forest (five acres), aquarium and mixed-media, and a large screen theater. It is suggested that the school's great drawing power and the profit it generates will allow the combination rain forest/public school facility to be self-supporting without an ongoing tax subsidy. (GR)

ED 451 685   EF 005 886

Flynn, Margaret
Financing Facility Improvements for Out-of-School Time and Community School Programs. Strategy Brief. Vol. 1 No. 4.
PUB DATE- 00
NOTE- 22p.; With assistance from Amy Kershaw.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; *Fund Raising; Public Schools; School Community Relationship; School Construction
IDENTIFIERS- *Financial Planning

grammar; language acquisition; children's literature; and language teaching methodology. (KFT)

ED 451 707 FL 026 638

Fleming, Stephen; Hiple, David; Ning, Cynthia
KAN NA! Authentic Chinese Video. Lessons for Intermediate to Advanced Self-Study. CD-ROM .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- Op.; CD-ROM for PC or Mac. For other self-directed advanced language study CD-ROMs, see FL 026 639-642.
LANGUAGE- Chinese
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chinese; *Computer Assisted Instruction; Computer Uses in Education; Foreign Countries; *Independent Study; Interviews; *Listening Comprehension; Listening Skills; *Optical Data Disks; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- China

This compact disc (CD) offers 20 lessons based on selected Chinese language video clips. Filmed on location in Beijing, these naturalistic video clips consist mainly of unrehearsed interviews with ordinary people. The learner is lead through a series of activities aiding comprehension and learning that sharpen communication strategies and linguistic skills. Included in this CD are interviews with the following: a primary school student, little girls, an elderly lady, a foreign student, teachers, and junior high school students. There are also descriptions of Tiananmen Square and how to make Jianbing guozi. (KFT)

ED 451 708 FL 026 639

Fleming, Stephen; Hiple, David; Ning, Cynthia
Kan Na! Authentic Chinese Reading. Lessons for Intermediate to Advanced Self-Study. CD-ROM .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- Op.; CD-ROM for PC or Mac. For other self-directed advanced language study CD-ROMs, see FL 026 638-642.
LANGUAGE- Chinese
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chinese; *Computer Assisted Instruction; Computer Uses in Education; Foreign Countries; *Independent Study; Interviews; *Listening Comprehension; Listening Skills; Optical Data Disks; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- China

This compact disc offers several lessons in Chinese, including a photo feature from a Chinese newspaper, the service directory from a Chinese hotel room, a pamphlet for travelers from

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Annotated Bibliographies; *English (Second Language); *Literacy; *Literacy Education; Reading Instruction; Second Language Instruction; Second Language Learning

This annotated bibliography contains 27 references regarding research on reading and adults learning English as a Second Language (ESL). None of the resources are more than 10 years old. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 451 731 FL 801 433

Peyton, Joy Kreeft; Staton, Jana
Dialogue Journal Bibliography: Published Works about Dialogue Journal Research and Use.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *Dialog Journals; *English (Second Language); *Journal Writing; Literacy; Research; Second Language Instruction; Second Language Learning

This annotated bibliography refers to extensive material available for teachers, researchers, and administrators desiring to know more about dialogue journal use and research with many different student populations, from elementary through adult education, regarding teaching English-as-a-Second-Language. It is divided into four sections. Section one covers books, handbooks, articles, and book chapters. It is further broken down to general articles useful with any population, just with adults, and with various student populations. Sections two through four cover newsletters, reports, and dissertations and theses respectively. Specific content and access information for obtaining items is included. (Contains 211 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 451 732 FL 801 434

Martin, Rachel
Listening Up: Reinventing Ourselves as Teachers and Students.
PUB DATE- 01
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Critical Theory; Instruction; *Literacy Education; Power Structure; Reflective Teaching; *Student Role; *Teacher Role; Teaching Methods
IDENTIFIERS- Freire (Paulo)

This books aims to change the way the reader views radical literacy education, offering a personal look at the Freirean ideas that guided an educator's early years of teaching, and the theories and classroom experiences that urged her to take a second look. Through her own experience, the author demonstrated the power of sustained dialogue between critical theory and classroom and community practice. The book dwells on new ways of thinking about how power works. The ideas provide

Financial Aid Policies and Practices at Graduate and Professional Programs. Results from the 1998 Survey of Graduate Aid Policies, Practices, and Procedures (SOGAPPP).
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Educational Policy; *Graduate Students; Graduate Study; Grants; Higher Education; *Professional Education; Resources; *Student Financial Aid; Student Loan Programs; Tuition

To obtain information about the distribution of financial aid funds to graduate and professional students, the National Association of Student Financial Aid Information developed a survey about specific programs and awards, distribution methods, loan packaging policies, the use of professional judgment, the use of technology in aid offices, and sources of information about financial aid. Responses were received from 537 programs: 214 graduate programs, 283 professional programs, and 40 programs that could not be identified (excluded from the analysis). Findings show that in the 1997-1998 award year, student loans were the most widely used form of financial aid in all programs except theology. More than 90% of student aid recipients in dental, medical, and law programs received loans, compared with 60% of those in master's degree programs at private institutions. Dental programs at private colleges and universities had the highest average tuition and fees, but the average charge for students at public college and university master's degree programs was just $3,407. More than 80% of students in medical, dental, and law programs received some form of financial aid. This compares with about one half of those in graduate business programs. The survey provides much useful information on financial aid packaging and the management operations of graduate and professional programs, but the survey provides little information about the use of research and teaching assistantships, outside sources of aid, and other issues deserving study. (Contains 19 figures.) (SLD)

ED 451 754 HE 033 881

Gaffney, Maureen A.
Post Tenure Socialization: How Female & Male Faculty Experience Promotion to Full Professor. ASHE Annual Meeting Paper.
PUB DATE- 01
NOTE- 32p.; Written with Edward S. Lubimescu, Damitry Suspitsin, Sara Terheggen, Xing Zhou, and Carol Colbeck. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Faculty Promotion; Females; Higher Education; *Sex Differences; Socialization; *Tenure

This paper outlines a proposed study of the academic promotion process by obtaining the faculty perception of the process through descriptions of their experiences. The primary area of concern is the promotion of female associate professors to the status of full professor. The conceptual framework of the study is predicated on four bodies of literature: (1) values,

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Higher Education; Public Colleges; *Teacher Salaries
IDENTIFIERS- *California; California State University; University of California

This document represents the final report on faculty salary compensation at California's public universities for the current (2000-2001) and budget (2001-2002) years. It also contains a brief description of the method used to calculate the parity percentages and the faculty salary increase trends over the past 20 years. The data are collected from the two public university groups in California, California State University (CSU) and the University of California (UC) in a method used for several years that involves a computational process that involves the weighting of several data elements by various factors, such as the number of faculty at each rank. During the first half of the 1980s, the salary lag between CSU and the universities with which it traditionally compares itself on financial matters (comparison group) was consistently smaller than the comparable lag for UC and its comparison group. By the later 1980s, this situation had reversed, and in the early 1990s few if any faculty salary increases were funded in California to create the largest compensation disparity since the 1970s and early 1980s. Tables present 1995-1996 and 2000-2001 comparison institution data by rank. These tables also allow the comparison of the UC and CSU systems as to faculty salary. (SLD)

ED 451 775 HE 033 903

Harding, Bertrand
Federal Income Tax Guide for College & University Presidents. The New Millennium.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 00
NOTE- 47p.; Revised by Carol G. Kroch and Stephen D. Hamilton.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Presidents; *Fringe Benefits; Higher Education; Tax Deductions; *Taxes; *Teacher Salaries
IDENTIFIERS- Income Taxes; Tax Preparation

This guide addresses the federal income tax considerations a college or university president faces as an employee and the special tax issues that arise by virtue of serving as the institution's chief executive officer. It does not contain information about state and local taxes, nor does it discuss the tax situation of the institution. Specific information is provided in chapters on: (1) federal taxable income; (2) fringe benefits; (3) federal taxable income; (4) deductions; (5) retirement, deferred compensation, and savings plans; (6) estate taxes; and (7) other compensation issues. (SLD)

ED 451 776 HE 033 904

Ikenberry, Stanley O.; Hartle, Terry W.
Where We Have Been and Where We Are Going: American Higher Education and Public Policy.
PUB DATE- 00

work allowed students to exchange feedback in a collegial manner. Commenting on each other's comments promoted community building in a way that fostered reciprocity as well as engagement. (Contains 39 references.) (Author/SLD)

ED 451 795   HE 033 925

Gasman, Marybeth; Epstein, Edward
Modern Art in the Old South: The Role of Fisk University's Avant-Garde Art Collection in Campus Curriculum.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Art Education; Art Materials; *Black Colleges; *Curriculum Development; Higher Education; *Racial Relations
IDENTIFIERS- *Fisk University TN; Modern Art

When Charles S. Johnson was president of Fisk University, he used the university's art collection as a tool for the advancement of the university and as a major part of an environment that nurtured intellectuals and leaders in the African American community. This historical study used interviews and secondary sources to focus on the value of art as a way to enlarge the scope of the Fisk curriculum and a means to build the identity of students. Johnson arrived at Fisk with an understanding of how art can change minds that he had developed during his years in New York as a promoter of African American art and literature during the Harlem Renaissance. In 1928, Johnson moved to Nashville, Tennessee to assume a position at Fisk University, and in 1946 he was chosen as the first black president at Fisk. Visual art was an important component of his program to develop Fisk, and his most impressive achievement was the acquisition of the Alfred Stieglitz collection from his widow, Georgia O'Keeffe, which was arranged through another Harlem Renaissance facilitator, Carl Van Vechten. This collection gave Fisk an enormously important asset that other universities in the South lacked. Through his promotion of the art collection of the university, Charles S. Johnson not only fostered racial integration but integration in the sense of breaking down barriers between disciplines. (Contains 50 footnotes.) (SLD)

ED 451 796   HE 033 926

Maher, Michelle A.
Professional Living Situations: Cohorts as Communities of Living and Learning.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Students; Graduate Study; *Group Membership; Higher Education; *Interpersonal Relationship; *Learning; *Social Support Groups

Within cohorts, stable student membership and interdependent learning tasks create a community-like environment. While this situation can provide a protective environment for learning, it

Redd, Kenneth E.
Financial Aid Policies and Practices at Medical and Dental Schools: Current Trends and Future Concerns. Synopsis: Higher Education Research Highlights.
PUB DATE- 00
NOTE- 13p.; Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dental Schools; *Dental Students; Financial Support; Higher Education; Medical Schools; *Medical Students; Paying for College; *Student Financial Aid; Student Loan Programs; Student Surveys; *Tuition

The National Association of Student Financial Aid Administrators sponsored the 1998 Survey of Graduate Aid Policies, Practices, and Procedures (SOGAPPP), which asked aid administrators at graduate and professional programs to provide information on the types and sources of financial assistance they distributed to their students during the 1997-1998 academic year. About 56% of the dental schools in the United States participated in the SOGAPPP project, and 73% of the medical schools responded to the survey. Tuition and fee charges for medical and dental school education were quite high, especially at private colleges and universities. The median tuition price for private dental school programs of $29,022 was more than three times as high as the resident tuition at public institutions, and the $24,616 median tuition charge at private medical schools was more than twice as high as the public resident tuition and fee amounts. The difference between nonresident tuition and fee amounts at medical and dental schools was very small. Results of the SOGAPPP show that nearly all of the students in medical and dental schools borrowed to pay their educational costs. In 1997-1998, student loan funds accounted for nearly 90% of the financial aid received by dental school students and 82% of the financial aid received by those in medical programs. More than one-half of the total aid in both programs can in the form of higher interest Stafford Unsubsidized Loans and private/alternative loans. Many students who received their degrees from private dental schools in 1997-1998 had more than $115,000 in educational debt, and students from private medical schools had $92,000 or more. These figures do not include accrued interest from Stafford Unsubsidized and private loans, so the total loan indebtedness could be higher for many students. The SOGAPPP data do not provide information on the career choices of graduate and professional students, but it is possible that the high debt levels may reduce the number of new health care graduates who provide care to low-income or medically underserved communities. Future research should determine whether the heavy reliance on borrowing has any adverse effects on the U.S. health care system. (Contains 9 figures and 13 endnotes.) (SLD)

ED 451 816   HE 033 946

Low, Lana
Are College Students Satisfied? A National Analysis of Changing Expectations. New Agenda Series TM .
PUB DATE- 00
NOTE- 36p.; Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Diversity (Student);

of 23,715 to a high of 239,582; (3) full-time status as a portion of total students ranged from a low of 43 percent to a high of 72 percent; (4) enrollments in non-credit classes totaled 616,825 (approximately 314,000 unduplicated headcount); (5) approximately 25 percent of expenditures were for vocational-technical programs, and 21 percent for arts and science programs; and (6) a total of 13,279 instructional, administrative, professional, secretarial and clerical, and service personnel were employed. (Contains numerous tables and figures.) (JA)

ED 451 836 JC 010 266

Iowa Community Colleges 2000-2001 Academic Year Tuition and Fees Report.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Educational Economics; *Educational Finance; Equal Education; *Fees; *Institutional Characteristics; *Tuition; Two Year Colleges
IDENTIFIERS- *Iowa

This report discusses tuition, fee costs, and related information at Iowa Community Colleges. Highlights include: (1) the average Iowa community college tuition increased $489 or 34% between fiscal year 1993 and fiscal year 2001; (2) the average tuition for the 2001 fall and spring semesters was $1,937; (3) in 1980, tuition and fees generated 24% of the total operating funds; (4) in fiscal year 2000, 39% of the total operating funds were generated through tuition and fees; (5) the average tuition was $647 (48%) above the national average, according to the National Center for Educational Statistics; (6) Iowa ranks fourth in tuition when compared with the surrounding states of South Dakota, Minnesota, Wisconsin, Illinois, Missouri, Nebraska, and Kansas; (7) in fiscal year 1999, the colleges collected $115.5 million from tuition and fees, which represented 38.9% of the general operating funds; and (8) in fiscal year 1999 the Regents' institutions collected $232.4 million from tuition and fees, representing 29.9% of the general university funding. Contains numerous tables and charts. (Author/JA)

ED 451 837 JC 010 267

Iowa Community Colleges Accounting Manual.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; *College Administration; *Community Colleges; *Educational Finance; *School Accounting; School Based Management; Two Year Colleges
IDENTIFIERS- *Iowa

This document describes account classifications and definitions for the accounting system of the Iowa community colleges. In view of the objectives of the accounting system, it is necessary to segregate the assets of the community college instruction (VPI) lab, this three-part Workplace Readiness module provides teaching strategies they can use with students to: identify vocational interest and aptitude in making career choices; demonstrate job acquisition and job retention skills; and apply Secretary's Commission on Achieving Necessary Skills (SCANS) Competencies. A pre-test and introduction are provided. Part 1, career assessment, covers learning styles; occupational interests and aptitudes; how to relate interests and occupational areas; occupational careers and goals in various clusters; and educational and career goals. Part 2, workplace readiness skills, focuses on a personal data sheet; resume; job announcement sources; cover letter; application forms; job interviews; employment tests; work-related documents; appropriate job behaviors; company policies and procedures; and resignation procedures. Part 3, SCANS competencies, includes topics such as appropriate resource use; cooperative and productive teamwork; information usage; social, organizational, and technological systems; and tools and equipment. Each part consists of an overview listing topics covered, information on each topic, and activity/activities for students in the VPI lab. The document concludes with a post-test; a 14-item bibliography; list of 41 print and non-print resources; a Workplace Readiness Skills (VPI) Curriculum Framework; pre- and post-test answer keys; and samples. (YLB)

ED 451 343   CE 081 465

CareerLink System and Chartering Process Guide.
PUB DATE- 00
NOTE- 40p.; Prepared by Team Pennsylvania Workforce Investment Board and CareerLink Bureau.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; *Agency Role; Certification; Check Lists; Definitions; Evaluation Criteria; Guidelines; Information Dissemination; Information Management; Job Training; *Labor Force Development; Leadership; Participant Satisfaction; Postsecondary Education; Public Policy; Quality Control; *State Agencies; *State Programs; *Statewide Planning; Strategic Planning; User Satisfaction (Information); Vocational Education
IDENTIFIERS- *Chartering Process; Pennsylvania

This guide is intended to bring all the policy and tools approved by the Pennsylvania State Workforce Investment Board (SWIB) into a single reference for local workforce investment board (LWIB) members involved in chartering. Part 1 lists the guiding principles and benefits of Team Pennsylvania CareerLink, which is Pennsylvania's one-stop system. Part 2 outlines the SWIB's vision for chartering. Part 3 describes the roles of the SWIB, LWIB, and CareerLink Bureau. Part 4 contains information about the following topics: comprehensive sites; mini-centers; access points; and minimum chartering criteria and measures. Part 5 is a chartering process and site checklist for the five stages of the chartering process. Part 6 is a quality assurance tool that is designed to monitor and evaluate chartered CareerLink sites from the following standpoints: leadership; information and analysis; strategic planning; human resources development and management; process management; business results; and customer focus and satisfaction. The following items are included in Part 7: (1) 11 pertinent definitions; (2) lists of core,

Researchers; *Theory Practice Relationship; Use Studies
IDENTIFIERS- Practitioner Involvement (Research)

The quarterly theme-based publication "Focus on Basics" was launched in January 1997 as part of a multipronged effort by the National Center for the Study of Adult Learning and Literacy to connect research and practice in the field of adult basic education (ABE). The effectiveness of "Focus on Basics" as a means of professional development was evaluated through a telephone survey of its subscribers. Of the 112 subscribers called, 60 were contacted and 49 participated in the survey. The respondents included 12 teachers, 13 staff developers, and 24 program directors. Ten teachers, 12 staff developers, and 20 administrators shared "Focus on Basics" with their colleagues. All 12 teachers and 16 program administrators reported that reading "Focus on Basics" prompted them to reflect on their practice. "Focus on Basics" was also credited with inspiring six teachers to alter their practice, three teachers to make changes in their program's design, and three staff developers to alter their staff development activities. Seven teachers stated that "Focus on Basics" served as an impetus for seeking new resources, 11 said that it increased their appreciation of research, and all but 1 respondent stated that it made them feel part of a larger professional network. (MN)

ED 451 361   CE 081 506

Wilson, Bruce; Corbett, Dick
The Prospects for Disseminating Research to a Hungry Field. Interim Evaluation Report #2. NCSALL Occasional Paper.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Administrator Attitudes; Adoption (Ideas); Adult Basic Education; Adult Educators; *Adult Literacy; Comparative Analysis; Diffusion (Communication); Educational Quality; *Educational Research; Elementary Secondary Education; Full Time Faculty; *Information Dissemination; *Information Needs; Linking Agents; *Literacy Education; National Organizations; Part Time Faculty; Professional Development; Research Projects; Research Utilization; Teacher Attitudes; Teacher Education; *Theory Practice Relationship; Use Studies
IDENTIFIERS- Impact Studies; National Center for Study Adult Learning Literacy

The prospects for disseminating research to the field of adult basic education and literacy (ABE&L) were assessed by interviewing about 60 ABE&L decision makers and practitioners from 10 different states about their work and information needs. The decision makers set ABE&L policy in states or regions and/or supervised teachers and other staff. The practitioners worked with learners directly through volunteer, part-time, or full-time teaching positions. The interviews established that ABE&L educators seeking to access research and information that would improve their practice face huge structural constraints. However, professional development was high on most interviewees' list of priorities, and provisions for professional development were found in each state examined. Practitioners and decision makers saw a need for both policy-oriented and learner-centered studies. It was recommended that the National Center for the Study of Adult Learning and consultation with leading academics and advisers; an e-mail-based call for information from retailers involved in electronic commerce; and interviews with retailing organizations involved in electronic commerce. The following were among the skill needs identified: (1) management (project, information and communications technology (ICT), logistics, supply chain, and contracting and partnership management); (2) technical skills centering on the ability to design, build, and run ICT systems; (3) online marketing and customer service skills; and (4) generic business skills, including entrepreneurship, creative thinking, and problem-solving skills and greater levels of understanding of ICT and its potential benefits for the retail industry. Changes in the demand for lower-level skills as a result of electronic commerce appeared to be more incremental than fundamental and center on the need for more widespread computer literacy and higher levels of customer service. However, the demand for higher-level skills was far outstripping the supply. Five areas for further research were identified. (A 35-item bibliography and list of research participants are appended.) (MN)

ED 451 378   CE 081 526

Binkley, Marilyn; Hudson, Lisa; Knepper, Paula; Kolstad, Andy; Stowe, Peter; Wirt, John
Lifelong Learning NCES Task Force: Final Report, Volume I. Working Paper Series.
PUB DATE- 00
NOTE- 62p.; For Volume II, see CE 081 527.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Education; *Adult Learning; Agency Role; Change Strategies; Cost Effectiveness; *Data Collection; Definitions; *Delivery Systems; Education Work Relationship; Educational Attainment; Educational Benefits; Educational Finance; *Educational Needs; Educational Policy; Educational Research; Educational Technology; Employment Qualifications; Enrollment Trends; Government School Relationship; Informal Education; Information Needs; Job Skills; Labor Market; Labor Needs; *Lifelong Learning; Needs Assessment; Organizational Development; Outcomes of Education; Policy Formation; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Research *National Center for Education Statistics; Task Force Approach
IDENTIFIERS- *National Center for Education Statistics; Task Force Approach

In September 1998, the National Center for Education Statistics (NCES) established a 1-year task force to review the NCES's role concerning lifelong learning. The eight-member task force established a working definition of lifelong learning ("a process or system through which individuals are able and willing to learn at all stages of life, from preschool through old age") and conducted the following activities: (1) summarized and prioritized policy issues concerning lifelong learning; (2) synthesized exiting data to address monitoring and policy needs; (3) identified and prioritized gaps in existing data; and (4) developed recommendations on data collection strategies. The recommendations focused on the following lifelong learning issue areas: the adult population; learning attitudes and skills of adults; labor market demand for adult learning; participation levels and patterns; goals, incentives, and disincentives; investments in adult learning; adult learning providers; instructional delivery and new

The National Reporting System project was designed to establish an outcome-based accountability system for the state-administered, federally funded adult education program. In the pilot test, volunteer states and their local programs compared the feasibility and costs of these three data collection models: (1) local programs collect all the student information and outcome measures, including measures by phone; (2) states conduct the follow-up measure survey by phone and then combine that data with other student data collected by local programs; and (3) state employment and human services agencies and higher education institutions combine their data with that from the state department of education. Findings for Model 1 (eight programs) indicated survey costs ranged from $500 to over $1500; the largest concerns were cost and staff availability; and programs reported general satisfaction with the educational functional level measures. The primary advantage was having the sampling universe at the program rather than state level. Disadvantages were high costs and time consumption. Findings for Model 2 (three states) indicated costs varied from $40.37 to $132.04 (significantly less than the local survey), and it alleviated the burden of data collection from local programs. The biggest drawback was that outcomes were not identified at the program level. Findings for Model 3 (four states) indicated barriers were confidentiality issues and development of measure definitions common across agencies; vastly different costs for developing and maintaining the database system; and a considerable investment in training and technical assistance at the local level was required to ensure valid, reliable data. (YLB)

ED 451 395   CE 081 553

Engaging Education: Integrating Work, Technology and Learning for Adults.
PUB DATE- 99
NOTE- 20p.; Produced by HUD, Neighborhood Networks.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Adult Education; Basic Skills; Computer Literacy; *Education Work Relationship; Employment Potential; Experiential Learning; *Integrated Curriculum; *Job Skills; Job Training; Labor Force Development; Labor Needs; Low Income; Program Evaluation; *Vocational Education; Welfare Recipients; World Wide Web
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

This guide is for Neighborhood Networks center staff and volunteers who want to learn how centers across the country are helping adults meet work force demands. It provides resources to work force development programs so examples can be tailored to meet the needs of other communities. It focuses on challenges that integrating academics and job skills development presents, while posing some new solutions. Section 1 addresses Issue 1: Teaching basic workplace skills and competencies. Focus is on the basic competencies, skills, and qualities required by all young people to meet the demands of America's workplaces by the Secretary's Commission on Achieving Necessary Skills (SCANS). It covers putting SCANS to work; SCANS five competencies; SCANS three-part foundation; and integrating SCANS into training. Section 2 addresses Issue 2:

the organization; streamlining service delivery and providing a single point of contact; and encouraging regular communication among partners. Section 4 describes successful innovative practices and contact information: EMPOWER Kentucky; GENESIS; Linkage Team; Local Investment Commission (LINC); Neighborhood Networks; New Hampshire Employment and Training Program; Rural Partners; and Smart Start. Nine resource contacts and 19 publications are listed. (YLB)

ED 451 411   CE 081 590

Sachs, Heidi
Support Services for Incarcerated and Released Noncustodial Parents.
SPONS. AGENCY- Department of Labor, Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Woods Fund of Chicago, IL.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adults; *Child Custody; *Child Support; Correctional Rehabilitation; Economically Disadvantaged; Family Financial Resources; Family Income; *Human Services; Parent Child Relationship; Parent Education; Parent Responsibility; Parents; *Prisoners; Social Support Groups; *Welfare Recipients; Welfare Services
IDENTIFIERS- Colorado; Exoffenders; Illinois; Incarcerated Parents; Louisiana; Maryland; *Noncustodial Parents; Pennsylvania; Texas; Wisconsin

This issue of WIN (Welfare Information Network) Issue Notes addresses what populations programs that provide services to incarcerated and released noncustodial parents should target, the support services that should be provided, and where and when these services can be most beneficial. Section 1 offers background. Section 2 answers these policy questions: why there is a need to develop programs and provide services to help noncustodial parents recently released from prison; how a flexible state child support system can be designed while following the federal guidelines; what kinds of services can be provided to noncustodial parents to prepare them to pay child support upon release; which entities should be involved in assisting felons; and how programs for currently and formerly incarcerated noncustodial parents can be funded. Section 3 summarizes findings of a study on experiences of fathers in prison for nonpayment of child support and an evaluation of a Denver community-based organization that provides support services to formerly imprisoned noncustodial parents. Section 4 describes innovative practices in Colorado, Illinois, Louisiana, Maryland, Pennsylvania, Texas, Wisconsin, and Volunteers of America. Nine resource contacts and eight publications are listed. (YLB)

ED 451 412   CE 081 592

Brown, Rebecca
Helping Low-Income Mothers with Criminal Records Achieve Self-Sufficiency.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott

of health care providers, pharmacists, and patients in the prevention and detection of prescription drug abuse are presented. This publication was developed to help health care providers discuss the consequences of prescription drug abuse with their patients. According to a recent national survey of primary care physicians and patients regarding substance abuse, 46.6% of physicians find it difficult to discuss prescription drug abuse with their patients. (MKA)

ED 451 430 CG 030 785

Youth Drug Use and the National Youth Anti-Drug Media Campaign.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Drug Education; *Drug Use; Federal Government; *Mass Media; Substance Abuse; Trend Analysis

The Office of National Drug Control Policy (ONDCP) currently is implementing the National Youth Anti-Drug Media Campaign to "educate and enable America's youth to reject illegal drugs as well as alcohol and tobacco." Preceded by test phases of limited scope and impact, the fully integrated media campaign started in mid-1999, and ONDCP expects to see improvement in anti-drug attitudes that will lead to decreases in youth drug use by mid-2002. This report responds to the directive for ONDCP to provide information on recent youth drug use trends, specifically the Youth Risk Behavior survey, and their relation to the National Youth Anti-Drug media Campaign. ONDCP's response focuses on the following topics, each of which is discussed in separate sections of the report: how the government tracks youth drug use; trends in youth drug use; different perspectives on the same problem; the National Youth Anti-Drug Media Campaign; and evaluating youth drug use and the media campaign. Appendixes provide the Youth Risk Behavior Survey summary; comparison of surveys; glossary of acronyms; and chart data tables. (Contains 26 references.) (MKA)

ED 451 431 CG 030 796

Cullen, Thomas
Keeping Children Safe: OJJDP's Child Protection Division.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Children; *Community Programs; *Delinquency; Family Influence; Juvenile Justice; Missing Children; National Programs; Prevention; Violence
IDENTIFIERS- Parents Anonymous; Victimization

More than two decades of research have pointed to the connection between childhood maltreatment and delinquency. In addition, recent research confirms that harm is inflicted on children who are subjected to family and community violence. The Child Protection Division was created in an effort to bring child protection to the forefront and to prevent delinquency. The mission of the Child Protection Division is to safeguard children by supporting research and programs on child victimization and their exposure to violence. This bulletin provides information, training, and technical assistance to

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Interpersonal Relationship; Models; Movement Education; *Self Expression; *Teacher Student Relationship; Training Methods
IDENTIFIERS- *Aikido; Martial Arts; Nonviolence; Peace Education

This paper considers the origins of kindness in relation to the martial art known as Aikido. It also attempts to discover the underlying constitutional elements of Aikido's pedagogy of self learning, learning about others, and instructional practices that promote interpersonal relatedness. A teacher and four students of the Aikido Dojo were interviewed. Analysis revealed major structural constituents were associated with the pedagogy of Aikido. All of the Aikido practitioners described experiences where knowledge of self was mediated by an awareness of how invested they were in a given moment. Aikido offers one possible model for instruction that focuses on promotion of peace through the content it teaches. It demonstrates the value of a discipline in the process of self-discovery; it provides a cultural model for learning that is shaped by an interest in peaceful relations; and it provides a pedagogical model that is shaped by themes of blending, integration, wholeness, and unity. (Contains 18 references.) (Author/JDM)

ED 451 452 CG 030 824

Metzler, Birgit
Strategies against Drugs. Basis-Info: Social Policy. In-Press.
PUB DATE- 01
NOTE- 16p.; For the 1996 edition, see ED 407 616.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Crime; *Drug Addiction; *Drug Education; Drug Rehabilitation; Foreign Countries; *Government Role; *Illegal Drug Use; Legislation; National Programs; *Prevention; Public Health
IDENTIFIERS- Germany

The abuse of addictive substances in Germany is a growing concern. Three strategies have been taken against drug abuse. They include: (1) prevention and education; (2) treatment and rehabilitation; and (3) criminal prosecution of drugs production and trade. Germany also cooperates in the fight against drugs in all leading international bodies. This reports describes the scale of the addiction problem in Germany and the efforts taken to prevent drug use. It explains the treatment and substitution programs available including anti-addiction therapy in hospitals and heroin-supported treatment. A follow-up social work cooperation model is presented along with a description of legislative and police work against drug trading. (Contains 11 references with Web sites that provide further information.) (Author/JDM)

ED 451 453 CG 030 826

Perry, Joseph D.; Bard, E. M.
Resilience Predictors of Violence and Externalizing Behavior Problems for Urban Exceptional Students.

Kamil, Michael L., Ed.; Mosenthal, Peter B., Ed.; Pearson, P. David, Ed.; Barr, Rebecca, Ed.
Handbook of Reading Research. Volume III.
PUB DATE- 00
NOTE- 983p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; Childrens Literature; Dyslexia; Educational Policy; Elementary Education; Emergent Literacy; Ethnography; Family Literacy; Foreign Countries; Higher Education; Literature Reviews; Protocol Analysis; *Reading Instruction; Reading Motivation; *Reading Processes; *Reading Research; Remedial Reading; *Research Methodology; Spelling; Teacher Researchers
IDENTIFIERS- Latin America; New Zealand; Phonological Awareness; Response to Literature; United Kingdom

A comprehensive overview of important contemporary issues in the field of reading research, this book presents 47 essays that examine literacy through a variety of lenses--some permitting microscopic views and others panoramic views. Essays in the book cover current methodology as well as cumulative research-based knowledge. Essays in Part I (Literacy Research Around the World) are: (1) "Reading Research in Australia and Aotearoa/New Zealand" (Ian A.G. Wilkinson, Peter Freebody, and John Elkins); (2) "Reading Research in the United Kingdom" (Colin Harrison); (3) "Education in Transition: Trends in Central and Eastern Europe" (Kurtis S. Meredith and Jeannie L. Steele); (4) "Literacy Research in Latin America" (Ileana Seda Santana); (5) "Trends in Reading Research in the United States: Changing Intellectual Currents Over Three Decades" (Janet S. Gaffney and Richard C. Anderson). Essays in Part II (Methods of Literacy Research) are: (6) "Making Sense of Classroom Worlds: Methodology in Teacher Research" (James F. Baumann and Ann M. Duffy-Hester); (7) "Designing Programmatic Interventions" (Therese D. Pigott and Rebecca Barr); (8) "Undertaking Historical Research in Literacy" (E. Jennifer Monaghan and Douglas K. Hartman); (9) "Narrative Approaches" (Donna E. Alvermann); (10) "Critical Approaches" (Marjorie Siegel and Susana Laura Fernandez); (11) "Ethnographic Approaches to Literacy Research" (Susan Florio-Ruane and Mary McVee); (12) "Verbal Reports and Protocol Analysis" (Peter Afflerbach); (13) "A Case for Single-Subject Experiments in Literacy Research" (Susan B. Neuman and Sandra McCormick); (14) "Discourse and Sociocultural Studies in Reading" (James Paul Gee); (15) "Research Syntheses: Making Sense of the Accumulation of Knowledge in Reading" (Timothy Shanahan). Essays in Part III (Literacy Processes) are: (16) "The Neurobiology of Reading and Reading Disability (Dyslexia)" (Bennett A. Shaywitz, Kenneth R. Pugh, Annette R. Jenner, Robert K. Fulbright, Jack M. Fletcher, John C. Gore, and Sally E. Shaywitz); (17) "Phonological and Lexical Processes" (Usha Goswami); (18) "Vocabulary Processes" (William E. Nagy and Judith A. Scott); (19) "Learning From Text: A Multidimensional and Developmental Perspective" (Patricia A. Alexander and Tamara L. Jetton); (20) "Structural Aspects of Constructing Meaning From Text" (Susan R. Goldman and John A. Rakestraw, Jr.); (21) "Classroom Language and Literacy Learning" (Louise C. Wilkinson and Elaine R. Silliman); (22) "Children's Literature" (Lee Galda, Gwynne Ellen Ash, and Bernice E. Cullinan); (23) "Research on Response to Literature" (James Marshall); (24) "Engagement and Motivation in Reading" (John T. Guthrie and Allan Wigfield). Essays in Part IV (Literacy Practices) are: (25) "Emergent Literacy: A Matter (Polyphony) of Perspectives" (David B.

DESCRIPTORS- *Childrens Literature; Early Childhood Education; *Illustrations; *Parent Attitudes; *Picture Books; *Reading Aloud to Others; *Student Attitudes
IDENTIFIERS- *Response to Literature

This study describes the function of illustration in the books written by Maurice Sendak and Mercer Mayer. Fifty children between the ages of four and six years old, together with a parent, listened to two books by each author, during three storytime sessions. Children's spontaneous responses to the readings were recorded on videotape. Response was defined as the comments and gestures children made in regard to the readings. Two identical 10-question surveys, one for the books by Sendak and one for the books by Mayer, were administered to parents and children after the storytime session. Responses collected from the data included: likes/dislikes of stories and pictures, scariness of stories and pictures, mood, content of favorite story, and importance of illustrations in understanding the stories better. Results indicated that 98% of the 50 participants liked the stories by Mayer and 86% liked those of Sendak. Participants also liked the pictures, and the stories and the pictures did not scare them. "Happy" and "good" were the predominant feelings generated by the pictures in all four stories. Overall, children liked best Sendak's "Where the Wild Things Are" (78%). Responses tabulated from parents suggested that illustration is necessary and helpful to better understand a story. (Contains 28 references and 6 tables of data. Two survey instruments are attached.) (Author/RS)

ED 451 495 CS 014 349

Fielding, Elizabeth N.
Learning Differences in the Classroom.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention Deficit Disorders; *Cognitive Style; *Educational Diagnosis; Elementary Education; Hyperactivity; *Learning Disabilities; *Learning Problems; Student Needs
IDENTIFIERS- Learning Assistance; Learning Patterns

Each child brings to the classroom a set of experiences, knowledge, and motivations that is like no other child's. This booklet aims to help teachers recognize, understand, and work with the learning differences of their students. The booklet focuses on five different areas of potential learning difficulties: auditory processing, visual processing, organization skills, attention deficits, and written output difficulties. Each section of the booklet provides a description of the difficulty and its part in classroom learning, then offers strategies for helping children overcome the difficulty in the classroom. The booklet also is designed to serve as a resource for teachers in working with parents; the strategies offered can help parents come to understand their child's learning in school and at home. Appendixes contain diagnostic criteria for attention deficit/hyperactivity disorder and a list of 11 suggested readings. (NKA)

ED 451 496 CS 014 352

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Expressive Language; Graduate Study; Higher Education; Instructional Effectiveness; *Poetry
IDENTIFIERS- City University of New York Queens College; *Poetry in the Schools; *Response to Literature

Poetry provides language that is most likely to amaze, astonish, and delight reader and hearer. And children, before school spoils it for them, seem to have a natural affinity for poetry and verse. This paper discusses the ways in which children respond to poetry. The paper notes that relatively little research has been done to determine how significant and long-term study of poetry and verse might both "affect" and "effect" literacy development, probably because few educators take poetry seriously enough to study its effect on reading and writing. It finds that there are, however, proofs of the power of poetry in a literary education, and provides some examples. The paper then describes a graduate course, "Poetry for Children," given at Queens College. It presents examples of what some of the course's students have to tell about using poetry in their elementary school classes. (Contains 11 references.) (NKA)

ED 451 517 CS 217 483

Golz, Jennifer Rideout
Group Conferencing Strategies and Academic Discourse: Working with Students in Freshman Composition.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Discourse; *Freshman Composition; *Group Discussion; Higher Education; Instructional Effectiveness; Student Evaluation; Student Participation; Teacher Student Relationship; *Writing Evaluation
IDENTIFIERS- *Writing Conferences

For one freshman composition instructor, the method that has brought more students out of their shells in her classes over the past three years is group conferencing. Adapted from compositionist Donald Murray's method of conferencing with individual students to discuss their papers, group conferencing gives students the opportunity to discuss their intentions in their writing and get feedback immediately rather than attempting to "translate" the instructor's comments on a graded paper in hopes of revising it to the instructor's liking. The semester begins with a class discussion about the four techniques for criticism, and then the Student Essay Sheet is introduced. The evaluation sheet gives students the opportunity to read and think about the other two group members' papers before they come to a conference. In conference, students react to something they have thought about, so reactions are not superficial. Students cover items in the conference that the instructor does not need to deal with, and the instructor can get to the deeper revision issues in the paper. Student learning increases in group conference, and direct benefits for the students include immediate gratification of having a reaction to work and the opportunity to know the professor and the other students better in a casual environment. A student essay evaluation sheet is attached. (NKA)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Elementary Secondary Education; Higher Education; *Internet; Mass Media Role; *Persuasive Discourse; *Student Needs; *Visual Literacy; Writing (Composition)
IDENTIFIERS- *Commercialism; *Critical Literacy; Freire (Paulo); Technology Integration

The corporate takeover of the Internet has moved literacy into uncharted territory. Couched in capitalist metaphors of liberation, choice, utility, and desirability, an expanded communications network that provides quick and easy access to vast amounts of information appeals to the national psyche. The commodification of literacy as a result of the current explosion in electronic consumerism is a "topos" that has received little attention in rhetoric/composition, even though computer technology has been a boon for the field in creating opportunities for theorizing and for enhancing the status of writing programs in the eyes of school administrators. Computer technology is the latest revolution in the history of writing, and never before has the implementation of a new technology depended so heavily on the integration of commercialism and education. The mixture of ads and information on the screen is confusing and distracting, especially for impressionable and easily distracted students. If K-12 students are conditioned to obtain information for research projects from commercially sponsored Web sites at home and school, this practice will continue in college. If students are to be confronted and distracted by ads in the course of learning, then the persuasion inherent in the rhetoric of advertising needs to be addressed. What is needed is a visual literacy based on Paulo Freire's critical literacy to understand and counter this commercial intrusion. This new literacy must incorporate visual rhetoric in its repertoire, for the combination of glitzy graphics promoting an array of consumer products is a compelling and entertaining combination, especially compared to the concentration and commitment required from text-bound reading and writing. (Contains 13 references.) (NKA)

ED 451 539 CS 217 508

Hester, Vicki
Responding to Student Writing: Locating Our Theory/Practice among Communities.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Higher Education; *Reflective Teaching; *Teacher Response; *Teacher Student Relationship; *Theory Practice Relationship; Traditionalism; *Writing Evaluation
IDENTIFIERS- Dialogic Communication; Large Scale Assessment; Teaching to the Test

Teachers who use a dialogic approach to teaching and responding to student writing view their comments as a conversation with the students. They view writing in relation to the larger context of writing--the type of writing, the audience and purpose, and the conventions of the writer's community. When

This paper examines an ongoing community debate over a proposed FedEx distribution hub to be constructed at the local airport. The essay looks to theorists, including Patsy Healey, Richard Johannesen, Daniel Kemmis, James Klumpp, and Martha Nussbaum. These theorists provide a way to view the role of consensus, power, and norms of communication ethics to evaluate the quality of citizens' deliberations. The paper argues that communication patterns in the debate can be improved by more focused attention to the role of consensus, power, and norms of communication ethics. Specifically, it concludes that the deliberative process itself is formative and transformative. Citizens' deliberative practices improve as more people participate. Paying attention to the stories people tell, attending to the effort of listening, recognizing shifting power differentials, and participating in the process are all components of improving the deliberative process. (Contains 18 references.) (Author/RS)

ED 451 562 CS 510 528

Bottrell, Christine; Ling, Lorraine
The Future: Optimism or Ossification.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Competency Based Education; *Creativity; Elementary Secondary Education; Foreign Countries; Postsecondary Education; *Problem Solving; Standardized Tests; Testing Problems
IDENTIFIERS- Australia (New South Wales)

This paper addresses the issues raised in a recent review of postcompulsory education and training in Victoria. In the interim report (April 2000) it is stated that employers found that the skills of new graduates appear to be most deficient in the areas of creativity, flair, problem solving, oral business communication, and interpersonal skills. It is upon the first three of these perceived deficiencies that this paper focuses. In a research study conducted in southern New South Wales primary schools (Bottrell 1997-1999) where 85 teachers were surveyed, it was found that the subjects of creative arts and science are being allocated significantly less time in the curriculum of primary schools than other so-called basic subjects. With the government policy driven emphasis on literacy and numeracy, competency based approaches to curriculum, standardized testing programs and outcomes based curriculum, subjects which are likely to promote flair, creativity and problem solving often slip into the background. Competency based and outcomes based curriculum develops in learners an imperative to emit the desired response to achieve the stated outcome, thus encouraging homogeneity of response and convergent outcomes. Teachers faced with the need to prepare students for standardized statewide tests which result, despite assurances to the contrary, in league tables of successful educational institutions, are tempted to teach to the test and to narrowly defined competencies or outcomes. Thus, from both a teaching and a learning perspective, the likelihood of flair, creativity and problem solving being encouraged is severely diminished. (Contains 34 references.) (Author/RS)

ED 451 582 EA 030 898

Standards for Staff Development: Middle Level Edition. Second Edition. Study Guide.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; *Educational Change; Excellence in Education; Faculty Development; Middle Schools; *Staff Development; *Standards

This document contains staff-development standards developed by over 50 educators. The standards are organized into three categories: context, process, and content. The section on context addresses the organization, system, or culture in which the new learning will be implemented. Process refers to the "how" of staff development and includes descriptions of the ways in which new knowledge and skills can be acquired. Some examples of process standards include group development, follow up and support, and evaluation. The last category, content, refers to the actual skills and knowledge effective middle-level educators need to possess or acquire through staff development. Examples of this category include research-based instructional strategies, pre-adolescent development, high expectations, and curriculum. Each of the standards described in the text contains several parts: a succinct statement of the staff-development expectation; the theory and research that validates the significance of the standard and expands its understanding; a real-life application of the standard; the results that can be expected if the standard is consistently applied; a means for individuals and groups to consider the implications of the standard for their setting; and sources for citations in the rationale section. An appendix includes a self-assessment and planning tool. (RJM)

ED 451 583 EA 030 899

Proficiencies for Principals: Elementary & Middle Schools. Third Edition.
PUB DATE- 97
NOTE- 64p.; "Funds for the publication of this Standards document were generously contributed by Lifetouch, Inc., of Minneapolis."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Guides; Educational Administration; Educational Improvement; Elementary Education; *Instructional Leadership; Middle Schools; *Principals; *Professional Development; Standards

This document provides guidance and direction for the professional development of school principals, those who aspire to the principalship, and those whose job it is to prepare principals. It reflects the critical importance of the principal in establishing and maintaining a quality school and so gives special emphasis to the principal's role in leading other leaders and school-based management. The training that many aspiring principals receive falls short in translating selection process, they have all engaged in extensive work to develop or adopt standards, assessments of standards, curriculum aligned with standards, and instructional development, particularly to fund the time and learning opportunities for teachers and administrators to understand reform goals and practices. Consistent, supportive leadership focused on the success of reforms, and was reported by district respondents as highly important to local implementation efforts. (Contains 15 references.) (DFR)

ED 451 603   EA 030 946

Kaplan, Karen; Taylor, Mary Jean
District Approaches to Developing and Supporting Leadership: Case Studies of Three Districts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Qualifications; *Administrator Role; Educational Administration; Educational Change; Educational Improvement; Elementary Secondary Education; *Leadership; *Leadership Training; Public Schools; *School Districts; Skill Development; *Training Objectives

This study investigated district leadership development policies, practices, and programs and administrators' recommendations for improving them in three districts. The study explored six dimensions of district activity that were likely to influence the formal and informal development of school leaders: direction, culture, policies and procedures, budget, leadership development programs and activities, and feedback about performance. Although school and district leadership was reported to be an important topic in each district studied, opinions varied about the most important characteristics of effective leadership. Increasing achievement, preparing students for productive futures, focusing on instruction, the ability to work with school communities, being a change agent, solving problems, collegiality, and responding to external demands were cited as important leadership characteristics. None of the three districts had a formal, written leadership development plan, so leadership development occurred in the context of existing policies and practices related to recruiting, selecting, hiring, and supervising administrators. One of the districts was considering the need for a leadership development program linked to district direction. Respondents indicated they had good relationships with most of their peers, supervisors, and supervisees and that their supervisors for the most part were caring and supportive. (Contains 35 references.) (DFR)

ED 451 604   EA 030 947

Trail, Kathleen, Ed.
Taking the Lead: The Role of the Principal in School Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.; Theme issue; published three times a year. For Spring 2000 issue, see ED 443 149.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

statewide task force to implement the model in a manner that fits with each state's structure, funding sources, and needs. The project's VIISA training model has been used on an ongoing basis in 22 states, resulting in a total of 82 training courses conducted for 1,334 professionals, which have affected the lives of 3,455 visually impaired infants and preschoolers and their families. The report discusses the conceptual framework of the model, logistical problems and how they were solved, the model's impact, evaluation findings, and future activities. Appendices include materials developed by the project. (CR)

ED 451 626   EC 308 307

Dyches, Tina Taylor; Prater, Mary Anne
Developmental Disability in Children's Literature: Issues and Annotated Bibliography. MRDD Prism Series, Volume 3.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Attitude Change; *Attitudes toward Disabilities; *Books; Children; *Childrens Literature; *Developmental Disabilities; Disability Discrimination; Mental Retardation; *Peer Acceptance; *Reading Material Selection; Social Attitudes

This volume is third in a series of 10 publications intended to provide practical or trend-oriented information related to serving children and youth with mental retardation, autism, and other developmental disabilities. Chapter 1 discusses the history of characters with mental retardation or developmental disabilities in children's literature. Chapter 2 highlights the positive portrayal of characters with mental retardation or developmental disabilities in quality children's literature. Current trends and values are discussed, as well as general aspects of quality literature and illustrations in children's books. Chapter 3 discusses strategies for using children's books that include characters with mental retardation or developmental disabilities, including concept infusion and guided discussion techniques. The rest of the book includes appendices with annotated bibliographies of fictional picture books and fictional chapter books, activities for using children's literature including characters with mental retardation or developmental disabilities, and an explanation of the Dolly Gray Children's Literature Award. Annotated bibliographies include information on the content regarding mental retardation or developmental disabilities and content regarding other curricular areas. Each book is rated in its quality. (Contains 10 references.) (CR)

ED 451 627   EC 308 309

Shaping the Future for Students with Special Needs: A Review of Special Education in Alberta. Final Report.
PUB DATE- 00
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Disabilities; Educational Assessment; Educational Change; *Educational Finance; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Policy Formation; Professional Development; *Special Education; Teacher Education

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Behavior Disorders; Blacks; Code Switching (Language); College Students; *Cultural Differences; Delinquency; *Disabilities; Elementary Secondary Education; Gifted; Hispanic Americans; Interviews; *Limited English Speaking; Student Attitudes; Urban Education

This publication presents seven articles concerned with the education of students with disabilities or special talents who also have cultural or linguistic differences. Section 1 contains the following four articles: (1) "Code Switching: A Bridge or Barrier between Two Languages?" (Alejandro Brice and Linda I. Rosa-Lugo); (2) "Resistance Theories: Exploring the Politics of Oppositional Behavior" (Scot Danforth); (3) "No Easy Walk: African-American Educators Coping with Their Own Children with Special Needs" (Martha S. Lue and Cheryl E. Green); and (4) "Challenges and Choices in Urban Teaching: The Perspectives of General and Special Educators" (Deborah L. Voltz). The second section, "In the Oral Tradition" presents interviews with two Latina educational leaders, Alba Ortiz and Elba Maldonado-Colon. The interview is reported by Helen Bessent Byrd in "Effective Provision of Educational Services to Latino-American Children with Special Needs and Gifts." The third section provides two articles by young practitioners and researchers: "The Education of Exceptional Learners: Perspectives of Multicultural College Seniors" (Crystal B. Taylor and others) and "Juvenile Delinquency among African-American Males: Implications for Special Education." (Individual articles contain references.) (DB)

ED 451 646 EC 308 328

PIWI Outreach: Facilitating Development through Parent-Infant Play Groups: Final Report. January 1, 1997 through December 31, 2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; Infants; Interaction Process Analysis; Outreach Programs; *Parent Child Relationship; Parent Education; Parents as Teachers; Participant Satisfaction; Play; Program Evaluation; Program Implementation; Staff Development; *Teaching Models; Toddlers

This final report describes activities and achievements of the PIWI (Parents Interacting with Infants) Outreach Project, a 3-year effort that developed a parent-child play group model and a training approach for personnel implementing this early intervention model. The project trained more than 1,000 early intervention and early head start personnel on the PIWI model. Four geographically and culturally diverse programs served as replication sites. Evaluation indicated the PIWI training provided facilitators with enough information to implement parent-child groups utilizing the assumptions and beliefs of the PIWI model. Facilitators reported the easiest model components to adopt and implement were the philosophy, dyadic focus, triadic strategies, and the structure provided by use of developmental observation topics. Planning and evaluation components were reportedly more difficult to implement. Feedback from participating families was highly positive.

successful talent development in the arts and examined the effects of long-term artistic involvement on the lives of 23 artistically talented young people (ages 10-26) in New York City, all of whom had participated in a dance or music program in their elementary years. Most students were economically disadvantaged and from minority or culturally different backgrounds. Interviews were conducted with the students, their families, arts instructors, school teachers, and others. Four factors emerged as the primary obstacles to talent development: family circumstances, lack of affordable or appropriate instructional opportunities, peer resentment and social stigma, and the conflict between personal dreams and practical realities. The study also identified four factors key to student success in overcoming these obstacles: family support, instructional opportunities, community and school support, and innate personal qualities and psychological competencies. Evaluation of student accomplishments and observable behaviors concluded that 21 of the 23 students had achieved successful outcomes. Results have implications for development of interventions and programs to help young people with talent and drive but few opportunities. (Contains 92 references.) (DB)

ED 451 666   EC 308 350

Assessment Instruments for the Identification of Children Who Are Gifted, as Approved by the Ohio Department of Education in Accordance with Ohio Revised Code 3324.02.
PUB DATE- 00
NOTE- 173p.; Additional copies of the "Code of Fair Testing Practices in Education" by the American Psychological Association may be obtained from the National Council on Measurement in Education.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Cognitive Tests; Creativity Tests; Dance; Drama; Elementary Secondary Education; *Gifted; *Measures (Individuals); Music; *Screening Tests; State Standards; Student Evaluation; *Talent; *Talent Identification; Visual Arts
IDENTIFIERS- *Ohio

This document is intended to provide Ohio State school district personnel with information about approved assessment instruments for the screening and identification of students who are gifted. Instruments listed are intended to identify students in each of four gifted ability areas: superior cognitive ability, specific academic ability, creative thinking ability, and visual or performing arts ability. Preliminary information explains requirements for district adoption of approved assessment instruments, how a district should decide which instruments to use, who should administer the selected instruments, rules for the administration of tests and assessment instruments, standards for gifted identification in each of the four areas, and instrument selection criteria. Also provided is the "Code of Fair Testing Practices in Education" developed by the American Psychological Association. A chart of the 55 approved instruments summarizes information on each test's intended use, area of specialization, type, and administration (individual or group). One page of descriptive information is then provided for each instrument including publisher, Web site, instrument uses, instrument type, age level, administration time, identification/screening criteria, scoring information available, and date of norming. An appendix

This strategy brief presents general principles and strategies for financing facility improvements and highlights five examples of innovative strategies found throughout the United States. The strategies described concern facility improvements for out-of-school time and community school programs and include the following: (1) accessing school construction dollars; (2) using grants and donations; (3) accessing low-cost debt; (4)engaging partners to jointly develop facility improvement projects; and (5) generating revenue through the tax and building codes. These strategies illustrate the importance of thinking broadly and creatively about the range of resources available in the community, combining financing strategies appropriate to project objectives, engaging a variety of public and private sector partners, leveraging funds from non-traditional sources, and persevering through long and intensive planning and implementation processes. Resources are listed that address financing facility improvements for out-of-school time programs and community schools, including a list of appropriate organizations. (GR)

ED 451 686 EF 005 887

Bingler, Steven
What If.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Planning; Educational Facilities Improvement; Elementary Secondary Education; Enrollment Trends; Policy Formation; *Public Schools; School Construction
IDENTIFIERS- *California; *Smart Schools

This paper addresses the growing population trends in California; the need to counteract the current model of community sprawl by designing smarter schools and community growth strategies; and the changes in planning, policies, and practices needed to achieve these goals. Recommended strategies described support the following actions: more participatory and community-based planning; innovative educational facilities that promote the concept of learning communities and schools as centers of community; the joint use of all public facilities; the planning of urban and suburban projects based on the principles of smart growth; the assessment of all public expenditures based on the concept of integrate resource development; and the development of an ongoing vehicle for communications and decision-making between all agencies, institutions and organizations involved in education reform and smart growth issues. Six case studies are highlighted that illustrate some of the goals outlined for smarter schools and smarter growth strategies. (GR)

ED 451 687 EF 005 888

Barnett, Claire, Ed.
Environmental Action Guide for New York State Schools: Help for Parents and Others in the Absence of Standards Just for Children.
PUB DATE- 00
NOTE- 80p.; Support provided by the Interest on Lawyer Account Fund, the Educational Foundation of America, and the Beldon Fund.
LANGUAGE- English

Taiwan, a family letter, an introduction to Chinese cuisine, an article about a hijacking, a letter of agreement between institutions, an odyssey of a teenaged boy, and a letter of condolence. (KFT)

ED 451 709 FL 026 640

Fleming, Stephen; Hipley, David; Ning, Cynthia
Chinese Language Video Clips. CD-ROM .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- Op.; CD-ROM for Mac or PC. For other self-directed advanced language study CD-ROMs, see FL 026 638-642.
LANGUAGE- Chinese
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chinese; *Computer Assisted Instruction; Computer Uses in Education; Foreign Countries; *Independent Study; Interviews; *Listening Comprehension; Listening Skills; Optical Data Disks; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- China

This compact disc includes video clips covering six topics for the learner of Chinese: personal information, commercial transactions, travel and leisure, health and sports, food and school. Filmed on location in Beijing, these naturalistic video clips consist mainly of unrehearsed interviews of ordinary people. The learner is lead through a series of activities aiding comprehension and learning that sharpen communication strategies and linguistic skills. (KFT)

ED 451 710 FL 026 641

Joo, H.; Yuen, Soo-ah Kim; Hiple, David
Hangul Ro Boja! Authentic Korean Reading. Lessons for Intermediate to Advanced Self-Study. CD-ROM .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- Op.; With contributions from M. Choo and Y. Y. Cho. CD-ROM for Mac or PC. For other self-directed advanced language study CD-ROMs, see FL 026 638-642.
LANGUAGE- Korean
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Foreign Countries; *Independent Study; Interviews; *Korean; *Listening Comprehension; Listening Skills; Optical Data Disks; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- South Korea

This compact disc offers 15 Korean lessons from a variety of authentic sources including notes found on the family refrigerator, traditional folk tales, modern poetry, and Web journal articles about politics, technology, and popular the possibility of seeing how teachers' own needs, fears, and desires might find a place in classroom inquiry as the reader is urged to see how his or her relationship to domination is a matter neither of complete acquiescence or absolute resistance. The author advocates for a pedagogy that places teachers in a position of co-learner as together with students they question the meanings they make. Later chapters highlight the practical implications that notions of multiple voices and identities have for the teaching of writing, and the questions they raise about the teaching of reading. The book also describes community publishing, publishing that allows the poor and working class to have their written visions and strategies distributed. A subject index and 178 references are provided. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 451 733 FL 801 435

Florez, MaryAnn Cunningham
Reflective Teaching Practice in Adult ESL Settings. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Constructivism (Learning); *English (Second Language); *Professional Development; *Reflective Teaching; Second Language Instruction; Second Language Learning; Teacher Education
IDENTIFIERS- ERIC Digests

For those working in adult English-as-a-Second-Language (ESL) settings, finding practical options for professional development is a concern. The field has a range of program types, a largely part-time workforce, limited financial resources for training, and varied policies and requirements for professional credentialing or certification. Implementing approaches to professional development that accommodate these factors while providing opportunities for staff to expand their knowledge is a challenge. One practice that has gained popularity in recent years is reflective teaching. This digest discusses the reflective practice process and its implications for adult ESL teachers. Reflective practice is an evolving concept influenced by various philosophical and pedagogical theories--such as constructivism, critical pedagogy, American pragmatism, and the self-help movement. In reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners. The goal is not necessarily to address a specific problem or question defined at the outset, as in practitioner research, but to observe and refine practice in general on an ongoing basis. The following steps are integral to the reflective process: 1) collect descriptive data; 2) analyze data; 3) consider how the situation or activity could have been different; and 4) create a plan that incorporates new insights. The benefits of reflective practice include the following: flexibility, practicality, professionalism, and sustainability. In short, is a practical option for ESL teachers with limited time and resources available for other professional development opportunities. (KFT) beliefs, and attitudes as determinants of social behavior and change; (2) the process of organizational socialization and its tactics; (3) the conception of a bureaucratic form of authority; and (4) a critique of the bureaucratic organization as a gender-neutral environment. A basic conceptual framework was developed that included organizational culture, individual characteristics, and the promotion process. The promotion process will be studied at three Research I universities drawn from Big Ten institutions. Within the three institutions, researchers will interview faculty members from three disciplines with varying gender representations: engineering, education, and business. The total sample will consist of 48 faculty members who had been reviewed for full professorship within the last 2 years. (Contains 20 references.) (SLD)

ED 451 755 HE 033 882

The Economic Impact of Texas A&M University-Corpus Christi on the Corpus Christi Metropolitan Statistical Areas: 1998 Update.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; *Expenditures; Higher Education; *School Community Relationship; School Personnel; *Socioeconomic Status
IDENTIFIERS- *Impact Evaluation; Texas (Corpus Christi); *Texas A and M University

A study was conducted to examine the socioeconomic impact of Texas A&M University-Corpus Christi (TAMU-CC) on the surrounding community. This study was a follow-up to a previous examination of the economic relationship between the university and the community. The current study examined the short-term measurable economic impact of university operations on the Corpus Christi metropolitan statistical area. In fiscal year 1998, TAMU-CC generated total revenue amounting to $60.2 million, with 90% of this coming from outside the Corpus Christi metropolitan area. All financial aid rose by 99% and scholarships were up 207%. University expenditures directly injected more than $50 million into the economy, and more than $82 million were spent on the physical plant. Student spending injects or retains more than $31 million in the local economy. University employees spend more than $22 million each year in the area, and it is estimated that the university directly and indirectly generated more than $273 million in personal income. Almost 2,000 people owe their jobs to the university. It is also estimated that an increase of three students will add one job to the community. (Contains 22 endnotes.) (SLD)

ED 451 756 HE 033 884

Higher Education Innovation Fund. Funding Proposals. Consultation. Report.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; *Educational Finance; Educational Innovation; Educational Policy; Foreign Countries; *Higher Education; Resource Allocation; *School Business Relationship
IDENTIFIERS- *England

NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Educational Change; Futures (of Society); *Higher Education; Low Income Groups; *Minority Groups; *Policy Formation; *Public Policy

The end of a decade and the start of a new century provide an opportunity to review how higher education has changed and to assess the implications of these developments for the future. This report focuses on six higher education developments from the recent past: (1) the link between postsecondary education and individual well-being grows stronger; (2) new providers and new approaches challenge traditional models; (3) the price of college has grown, as have the ways to pay for it; (4) options to pay for college have expanded, but the system remains incomprehensible; (5) regulatory and legal challenges have increased; and (6) increasing access to higher education for low-income and minority students remains an elusive goal. It is difficult to know where these developments will lead, but there are some key considerations. Public support of higher education will bring greater scrutiny, and concern over access will continue to grow. It is to be expected that technology will reshape higher education and may well redefine it. Middle class concerns about paying for college will not go away. It also seems that the likelihood of increased government regulation cannot be underestimated. The central question facing higher education is whether the community will wait passively for these events or whether it will present a unified and vocal front to policymakers and the media and help shape the future. (SLD)

ED 451 777 HE 033 905

Green, Madeleine F.; Purser, Lewis
The Faculty of the Future: A Transatlantic Dialogue. Proceedings Hosted by the University of Florence (San Miniato, Italy, 1999).
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Presidents; Foreign Countries; *Futures (of Society); Higher Education; Income; *International Education
IDENTIFIERS- Europe

Since 1989, the Transatlantic Dialogue Program has provided opportunities for presidents of U.S. universities and rectors of European universities to reflect jointly about higher education and their institutions. In the 1999 Translatlantic Dialogue, participants from 16 countries created a chart of key indicators that reflect institutional engagement with external constituencies: (1) serving adult or mature students; (2) the revenues derived from relationships with industry; and (3) service to the community. Much of the dialogue focused on future scenarios for higher education that could shape the work of faculty members. Changing expectations of society, the advance of technology, the explosion of information, and the end of higher education's monopoly on the creation and dissemination of knowledge mean that the future will be very different for universities. In other conversations, the dialogue focused on changing expectations for serving students can create stressful situations as students learn to live and learn together. Using a conceptual framework built from adult learning literature and group literature, this study explores students' understanding of cohort membership and learning in a cohort. Interview and observational data were collected over a 10-month period from 13 graduate students enrolled in a Master's Degree of Education cohort program. Data were qualitatively analyzed resulting in the identification of key pattern codes. Development of student roles and norms, resolution of student-faculty conflict, development of cohort agency, and specific ways in which cohort member ship facilitated and constrained learning emerged as major themes. Results suggest that students learned beyond the curriculum; they learned how to live together in a cohort community. (Contains 3 figures and 26 references.) (Author/SLD)

ED 451 797   HE 033 927

Gee, Jerry Brooksher
Assessing Performance Outcomes in Complex Areas of the Curriculum for Graduates in Educational Leadership Programs.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Nashville, TN, November 11-13, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Evaluation Methods; *Graduate Students; Graduate Study; Higher Education; Individual Development; *Instructional Leadership; *Performance Based Assessment; Principals; *Standards

The purpose of this study was to direct graduate students enrolled in an Educational Leadership program during 1999 and 2000 to achieve three standards with performance outcomes and attributes of evidence and to reflect on the strengths and weaknesses found in the implementation of each standard. The study involved 40 graduates enrolled in a summer session and 55 enrolled in a spring session. The three standards stated that, on completion of course requirements, the graduate should be able to: (1) use an eclectic philosophical approach in assuming various leadership roles, and make decisions based on pertinent theories of educational leadership; (2) discuss how developmental differences in learners vary according to age groups; and (3) demonstrate a rationale for designing curricula with provisions for accommodating different modalities of learning. The first standard was demonstrated by graduates enrolled in a principalship class through simulated activities that included setting priorities and analyzing case studies. The second standard was demonstrated in a panel presentation by six graduates who reviewed materials from the literature related to age differences in learning. The third standard was also demonstrated through research and video presentations related to teaching styles and learning modes and modalities. An analysis of these activities demonstrated the usefulness of cooperative learning in small groups and the importance of activities that support educational theories learned by the participants. (SLD)

ED 451 798   HE 033 928

Fenzel, L. Mickey
Predictors of the Adjustment of First-Year Students to College:

*Educational Environment; Higher Education; Institutional Characteristics; Private Colleges; Public Colleges; *Satisfaction; *Student Attitudes

This report focuses on changes in student expectations and institutional performance observed in student satisfaction data over a 4-year period (1994-1995 though 1997-1998). The Student Satisfaction Inventory was used to assess student perceptions of campus experiences at community, junior, and 4-year public and 4-year private institutions in North America. Data were collected from 423,003 students from 745 colleges and universities. Many interesting insights were found in this survey, including the fact that 2-year institutions are out-performing their 4-year counterparts in meeting student expectations. Four-year public and private colleges and universities are exhibiting performance in a "holding pattern," with the public institutions maintaining a slight edge over the private ones. Four-year private colleges, typically the most expensive, are losing ground in meeting student expectations. For all students, regardless of institutional type, there is concern about the quality of academic advising offered. Institutional responsiveness to diversity varied widely among institutions and for ethnic groups. For all students, basic personal needs, like safety and security, predominated, often offsetting concerns about more academic and institutional issues. In some instances, there appeared to be a mismatch between student and institutional values. For all institutional types, there were pockets of performance excellence and pockets of opportunity that colleges and universities need to examine. (SLD)

ED 451 817   HE 033 947

Phipps, Ronald A.; Wellman, Jane V.
Funding the "Infostructure": A Guide to Financing Technology Infrastructure in Higher Education. New Agenda Series TM , Volume 3, Number 2.
PUB DATE- 01
NOTE- 33p.; The Lumina Foundation for Education was formerly the USA Group Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Distance Education; Educational Finance; *Educational Technology; *Financial Support; Higher Education; Income; *Technological Advancement
IDENTIFIERS- *Access to Technology

This report is based on a survey of state financial officers and interviews with experts and institutional representatives on the financing of technology in higher education. Surveys were returned from 21 states. Officials saw technology as a key issue for their schools' success, whether it is used for distance education, enhancing student services, or supporting the work of administrators and researchers. An institutional digital divide seems to be developing, with larger and wealthier institutions finding it easier to stay technologically current than smaller and less well-funded schools. Planning and budgeting for technology, while increasingly seen as important, are complicated by the fact that methods of capital financing traditionally used in higher education do not work well in funding technology infrastructure and because higher education officials lack a common language that allows them to communicate clearly about technology. Many college and university officials are not familiar with the according to its source and intended use. Additionally, the accounting system should provide for accounting by organizational units and the organizational structure of each community college based on the activities performed. This accounting manual contains the following chapters: (1) The Accounting System; (2) Basic Encoding Plan; (3) Organizational Unit; (4) Funds; (5) Function; (6) Unique Identifiers; (7) Specific Units for Instructional and Support Functions; (8) Special Emphasis; (9) General Ledger Chart of Accounts; (10) Asset Accounts; (11) Liabilities; (12) Reserves and Fund Balances; (13) Revenue; (14) Expenditures, Salaries, Related Payroll and Fringe Benefits; (15) Current Expenses; and (16) Capital Outlay. Contains various charts and two appendices: Procedures to be used for Cash Reserve and Recommended Procedures for Work Study. (JA)

ED 451 838   JC 010 268

Sekera, June; Baran, Barbara; Teegarden, Suzanne
California Community Colleges and Economic Development: Options and Opportunities.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 99
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Educational Finance; *Financial Support; *Labor Force Development; *School Business Relationship; *School Community Programs; Two Year Colleges; *Work Experience Programs
IDENTIFIERS- *California Community Colleges

This report was prepared at the request of ED Net, the California Community College Economic Development Network. The primary purpose of this study was to learn from other states about revenue streams outside the general fund that could support and promote economic development programs at community colleges, particularly sources of revenue that tie funding more directly to business. A secondary purpose was to gather preliminary information on how other community college systems are measuring the impact of economic development activities on workers and firms. Although the economic development activities of community colleges are broader than workforce development, education and training are the primary focus for most colleges. As such, this study concentrated on employer-focused workforce development programs. In total, this year's investment by states in employer-focused training will probably exceed $600 million. States use a variety of financing mechanisms to fund these programs. This study evaluated some of those that appeared most promising for the California context. They include the following: the Unemployment Insurance training tax; withholding tax diversion; a tax credit program administered by the community colleges; programs that balance credit and non-credit FTE reimbursement; and incentive grants to community colleges to "match" fee-for-service revenue. (JA)

ED 451 839   JC 010 269

Economic Development Program, California Community Colleges: ED Net 1998-1999 Annual Report.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 00

intensive, and training services available to job seekers and to employers; (3) flowcharts illustrating the CareerLink site development process and site re-chartering process; and (4) answers to 22 frequently asked questions regarding chartering. (MN)

ED 451 344 CE 081 467

We Are ABLE: Success Stories from Northwest Ohio Adult Basic and Literacy Education Programs.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 01
NOTE- 24p.; Compiled by the Northwest ABLE Resource Center, Owens Community College with contributions from: Sylvania Public Schools, Sylvania; Read for Literacy, Toledo; Apollo Career Center, Lima; Penta Career Center, Perrysburg; Upper Valley JVS, Piqua; and Toledo Board of Jewish Education. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; *Adult Basic Education; Adult Literacy; *Biographical Inventories; Dyslexia; *English (Second Language); *High School Equivalency Programs; Learning Disabilities; *Literacy Education; Outcomes of Education; Second Language Instruction; *Success; Teacher Influence
IDENTIFIERS- *General Educational Development Tests

This publication provides photographs and the success stories of seven students in Adult Basic and Literacy Education (ABLE) in Northwest Ohio. The stories detail the sacrifices, dedication, and hard work that contributed to the students' success, as well as the work of the dedicated, hard-working instructors who facilitated their learning. Subjects of the stories are Roger Brown, who has severe dyslexia; Vanetta McGee, who graduated from high school reading at a third-grade level; Sandy Punches, who wanted to earn her General Educational Development (GED) diploma after circumstances prevented her from graduating from high school; Elysha Fyffe Dennis, who was diagnosed with learning disabilities and dropped out of high school; Paula Kline, who entered a GED class because she wanted to become a nurse; and Yanina Nagornaya and Aleksandr Nagornayy, immigrants from the Ukraine, who attended ABLE's English as a second language classes. Names and addresses of the 31 Northwest Ohio ABLE programs conclude the document. (YLB)

ED 451 345 CE 081 468

Wonacott, Michael E.
Career Portfolios. Practice Application Brief No. 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Career Awareness; Career Education; *Career Planning; *Education Work Relationship; *Employment Potential; Employment Qualifications; Evaluation Methods; Experiential Learning; Informal Assessment; Job Search Methods; Personnel Selection; *Portfolios (Background Materials);

Literacy take the following actions to improve the situation regarding dissemination of research to ABE&L: (1) identify, train, and support people who can work with ABE&L decision makers and practitioners in each state; (2) advocate for increased funding for the field and the relevance, practicality, and value of ABE&L's knowledge base; and (3) ensure that funds for dissemination and advocacy do not compete with research funds. (MN)

ED 451 362 CE 081 507

Smith, Christine; Bingman, Beth
Teachers' Recommendations for the National Adult Literacy Summit Action Agenda: A Report of Five Focus Groups. NCSALL Occasional Paper.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 35p.; Sponsored by NCSALL's Practitioner Dissemination and Research Network.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Learning; *Adult Literacy; Change Strategies; Educational Change; Educational Improvement; *Educational Needs; *Focus Groups; Guidelines; Information Dissemination; *Literacy Education; National Organizations; National Programs; Needs Assessment; Policy Formation; Program Guides; Public Agencies; Records (Forms); *Teacher Attitudes
IDENTIFIERS- *National Center for Study Adult Learning Literacy; Vision Statements

In February 2000, the National Center for the Study of Adult Learning and Literacy (NCSALL) cosponsored a national literacy summit of more than 100 representatives from the field of adult literacy and basic education in Washington, DC. During the summit, 29 adult literacy teachers from 5 states (Virginia, Pennsylvania, Massachusetts, Maine, and Delaware) participated in 5 focus groups. Each focus group worked to develop its own version of what the vision and goal of the summit agenda should be. The focus groups also ranked eight action strategies for achieving their chosen vision and goal. The following were mentioned by at least one focus group as being among its three most-desired strategies: include learners' perspectives; commitment to access; instructional and program quality improvements; professional development opportunities; and create partnerships. (Appendixes constituting approximately two-thirds of the document contain the following items: focus group notes on selected action steps; the NCSALL focus group guide that was developed to obtain teacher feedback for a national literacy summit draft action agenda; the form used to collect information about the focus groups; a flyer for advertising focus groups; and information about the NCSALL practitioner dissemination and research network.) (MN)

ED 451 363 CE 081 509

Mason, Geoff
Engineering Skills Formation in Britain: Cyclical and Structural Issues. Towards a National Skills Agenda. Skills Task Force Research Paper 7.
SPONS. AGENCY- Department for Education and Employment, London (England).

technologies; informal learning; services and accommodations for adults; outcomes and effectiveness; and the government's role in adult learning. The task force concluded that adult learning is an important area of education that should have a coherent data collection and reporting system within NCES and that NCES should take the following steps to develop such a system: (1) develop a compendium report summarizing existing information on lifelong learning; and (2) modify existing survey instruments that collect relevant information. (MN)

ED 451 379 CE 081 527

Lifelong Learning NCES Task Force: Final Report, Volume II. Working Paper Series.
PUB DATE- 00
NOTE- 369p.; For Volume I, see CE 081 526.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Change Strategies; Colleges; Competency Based Education; Corporate Education; Cost Effectiveness; Data Analysis; *Data Collection; Economic Change; Education Work Relationship; Educational Benefits; Educational Finance; Educational Objectives; *Educational Research; Educational Technology; Employer Employee Relationship; Employment Qualifications; Information Needs; Job Skills; Labor Market; *Lifelong Learning; Literature Reviews; Longitudinal Studies; National Surveys; Needs Assessment; Organizational Development; Performance Based Assessment; Population Trends; Postsecondary Education; Program Evaluation; Research Design; *Research Methodolo Information Age; National Center for Education Statistics; Task Force Approach
IDENTIFIERS- Information Age; National Center for Education Statistics; Task Force Approach

This document contains the eight appendixes from the National Center for Education Statistics's (NCES's) final report on lifelong learning in the United States. Appendix A discusses the considerations that entered into the formulation of the definition of lifelong learning adopted for the NCES study. Appendix B, "Literature Review on Lifelong Learning" (Sean Creighton, Linda Shafer, Shannon M. Blaney), examines the literature on the context, process, and provision of lifelong learning and lists 47 references. Appendix C presents the following commissioned papers, all of which contain substantial bibliographies: "Social, Demographic, Economic, and Technological Trends Affecting Lifelong Learning" (David Billis); "The Higher Education Provider in the Information Age: Data Implications" (David R. Powers); "An Analysis of Four Workplace Trends and Their Implications for Data Collection" (Bonalyn J. Nelsen); and "Informal and Avocational Learning" (Barbara H. Butler). Appendix D contains a list of members of the technical review panel, a meeting summary, and a background report. Appendixes E-H contain the following items: a list prioritizing issues in 12 areas; overviews of the data collection procedures used in 18 national surveys pertinent to lifelong learning; an exploration of 12 conceptual and measurement issues; and summaries of the task force meetings on data availability. (MN)

ED 451 380 CE 081 528

Reder, Stephen; Edmonston, Barry

Assessing training programs that meet employer needs. Section 3 discusses Issue 3: Helping residents become marketable in the workplace. Section 4 is on Issue 4: Creating projects that stimulate people to move beyond. Appendixes contain a sample information technology skill standards learner progress chart; annotated list of 9 resource organizations, 3 publications, and 4 Web sites; and industry, contact information, and name of 3 Building Linkages Projects and 22 National Skills Standards Projects. (YLB)

ED 451 396 CE 081 554

Lessons Learned in Starting and Running a Neighborhood Networks Center.
PUB DATE- 99
NOTE- 29p.; Produced by HUD, Neighborhood Networks.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Basic Skills; *Community Centers; *Computer Literacy; Employment Potential; *Employment Services; *Job Search Methods; *Low Income Groups; *Neighborhood Improvement; Partnerships in Education; Program Development; Welfare Recipients
IDENTIFIERS- Tennessee (Chattanooga)

This guide shares information about setting up and operating Neighborhood Networks centers. (These centers operate in Department of Housing and Urban Development-assisted or -insured housing nationwide to help low-income people boost their basic skills and find good jobs, learn to use computers and the Internet, run businesses, improve their health and medical care, and access child care, transportation, and other services.) Chapter 1 highlights the 10 qualities of successful Neighborhood Networks centers (articulate goals; involve residents; rely on resident advisory committees to identify and achieve goals; identify barriers to success and develop solutions; plan ahead; develop tools to measure progress; tend to funding needs; build partnerships; hire the right staff; operate like a business). Chapter 2 profiles three centers that have developed sustainable partnerships, contributed to residents' education and job prospects, and engaged residents in centers' planning and programs: Wheatland Community Learning Center, Dallas, Texas; Martin Luther King Jr. Community Learning Center, Seattle, Washington; and Communities On Line, Inc. at Orchard Mews, Baltimore, Maryland. Chapter 3 describes two organizations that yield lessons about what works in neighborhood revitalization: City of Chattanooga, Tennessee, and Neighborhood Reinvestment Corporation. Chapter 4 provides lists of helpful organizations, publications, and Web sites. (Contains 44 resources.) (YLB)

ED 451 397 CE 081 556

Garner, Barbara, Ed.
Focus on Basics, 2000-2001.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 123p.; Published four times a year. For volume 3, see ED 436 680.
LANGUAGE- English

(C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Child Custody; Economically Disadvantaged; *Employment Programs; *Human Services; Innovation; *Low Income Groups; *Mothers; Prisoners; Reentry Workers; *State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- Colorado; Exoffenders; Idaho; Illinois; Indiana; New York; Texas

This issue of WIN (Welfare Information Network) Issue Notes focuses on helping low-income mothers with criminal records achieve self-sufficiency. Section 1 offers background. Section 2 answers these policy questions: why states might want to focus on serving low-income mothers with criminal records; how states can encourage employers to hire ex-offenders; how eligibility restrictions on certain public benefits affect a state's ability to meet the basic needs of some low-income mothers with criminal records; and how states can help mothers reunite with their children prior to and following their release from prison. Section 3 summarizes research findings on background information on inmates/parents in state and federal correctional facilities and initiatives to help ex-offenders with reentry. Section 4 describes innovative practices and contact information for programs in Colorado, Illinois, Idaho, Indiana, New York, and Texas. Seven resource contacts and 15 publications are listed. (YLB)

ED 451 413 CE 081 593

Kaplan, Jan
Prevention of Welfare Dependency--An Overview.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disadvantaged Youth; Economically Disadvantaged; Employment Programs; Employment Services; Family Violence; Females; *Financial Support; Intervention; Job Search Methods; Literature Reviews; Mentors; Minimum Wage Legislation; National Programs; Policy Formation; Poverty; *Prevention; Prevocational Education; *Public Policy; Services; Social Support Groups; State Federal Aid; *Welfare Recipients; *Working Poor
IDENTIFIERS- California; Maryland; New York; Ohio; *Welfare to Work Programs

This document examines strategies for preventing working families and disadvantaged youth from needing cash assistance and becoming dependent on welfare. The document begins with a brief discussion of the tenuous nature of the boundary between families who need public assistance and families who don't and factors contributing to welfare dependency. The next section state, local, and community-based agencies. It discusses the rationale for their work in areas of missing and exploited children and child maltreatment. Some examples of program initiatives include: Safe Start to reduce the impact of family violence on young children; Safe Kids/Safe Streets to reduce child abuse and neglect; Parents Anonymous to strengthen the family through self-help programs; Internet Crimes Against Children Task Force Program to investigate child sexual exploitation; and National Center for Missing and Exploited Children to assist law enforcement agencies in their search for missing children. A list of references is provided on new and ongoing projects, initiatives, and funding opportunities. (JDM)

ED 451 432   CG 030 797

Miller, Walter B.
The Growth of Youth Gang Problems in the United States: 1970-98. OJJDP Report.
PUB DATE- 01
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Delinquency; Illegal Drug Use; *Juvenile Gangs; Juvenile Justice; Mass Media Effects; National Surveys; One Parent Family; Prevention; Trend Analysis; *Violence; Youth Problems
IDENTIFIERS- California; District of Columbia; Florida; Illinois; Juvenile Justice Delinquency Prevention Office; Ohio; Texas

For many decades communities have been troubled by the criminal activities of youth gangs. This report looks at almost 30 years of information collected on gang problems in nearly 4,000 communities. The number of localities reporting gang problems increased between the 1970s and the 1990s, representing a tenfold increase in the number of cities and elevenfold increase in the number of counties reporting problems. By the late 1990s, all 50 states and the District of Columbia had reported gang problems and the problems were widely spread throughout small and large cities. The states with the largest number of problem cities were California, Illinois, Texas, Florida, and Ohio. The data provide support for the prediction that the rate of gang activity growth will decrease in the early 2000s, and some support for the prediction that the actual number of gang localities will decrease. Sections are included on the scope of gang growth over the decades; location of gang growth; trends in gang cities; and an update of selected data. Reasons for the increase in the number of gang-problems are attributed to many factors including drugs; immigration; gang names and alliances; migration; government policies; female-headed households; and gang subculture and the media. (Contains 5 appendixes, 37 tables, 22 figures and 55 references.) (Author/JDM)

ED 451 433   CG 030 798

Lichtenberg, James W.; McPherson, Robert H.
Doctoral Training in Counseling Psychology: Evidence for Value Added?
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; Developmental Disabilities; Elementary Secondary Education; Family Relationship; Learning Disabilities; Parent Attitudes; *Peer Relationship; *Predictor Variables; *Resilience (Personality); Socioeconomic Status; *Violence

This study analyzed the association between resilience and violence as rated by teachers and parents of exceptional students (N=613) from large urban, public schools in Ohio. Multiple types of exceptionalities were represented and a high proportion of the diversity came from low socioeconomic backgrounds. Resilience predictor variables were assessed using the Resilience Assessment of Exceptional Students-Parent Rating Form which considered such variables as knowledge; planning for needs; problem-solving; modeling; peer relations; adult interactions; extended family; and community support. The results indicated that positive peer relations were most consistent with unique predictions of violence and externalizing behavior problems. Urban exceptional youth who are violent with externalizing problems have higher positive relations. This finding is consistent with previous research results. It concludes that exceptional youth with violent or aggressive behavior may benefit from techniques to promote peer leadership in socially positive ways. (Contains 3 tables and 10 references.) (JDM)

ED 451 454 CG 030 828

Sandeen, Arthur
Making a Difference: Profiles of Successful Student Affairs Leaders.
PUB DATE- 01
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Academic Achievement; Higher Education; Institutional Advancement; *Leadership Qualities; *Personal Narratives; *Profiles; *Student Personnel Services; *Student Personnel Workers; *Success

In the author's extensive research about leadership theories, higher education issues, and student outcomes, the success of several student affairs leaders became apparent. They all had worked at their institutions for an extended period of time and no precise leadership theory could describe their activities. A series of questions were identified to help explore how they arrived at their level of success. These questions considered: (1) the leadership strategies they employed; (2) the relationship between their professional backgrounds and their success; (3) the adjustments that had to be made to deal with the changing needs of students and their institutions; and (4) how leadership related to their success. Following an introduction, each remaining chapter features the individual story of a particular student affairs leader. These leaders include: Donald V. Adams (Drake University); David A. Ambler (University of Kansas); Carl E. Anderson (Howard University); William R. Butler (University of Miami); Thomas B. Dutton

Yaden, Jr., Deborah W. Rowe, and Laurie MacGillivray); (26) "Beginning Reading Instruction: Research on Early Interventions" (Elfrieda H. Hiebert and Barbara M. Taylor); (27) "Phonological Awareness" (Benita A. Blachman); (28) "Vocabulary Instruction" (Camille L. Z. Blachowicz and Peter Fisher); (29) "Spelling" (Shane Templeton and Darrell Morris); (30) "What Should Comprehension Instruction Be the Instruction Of?" (Michael Pressley); (31) "Literature-Based Reading Instruction" (Lesley Mandel Morrow and Linda B. Gambrell); (32) "Integrated Literacy Instruction" (James R. Gavelek, Taffy E. Raphael, Sandra M. Biondo, and Danhua Wang); (33) "The Role of Text in Classroom Learning" (Suzanne E. Wade and Elizabeth B. Moje); (34) "Reading in the Content Areas: Social Constructivist Dimensions" (Thomas W. Bean); (35) "College Studying" (Sherrie L. Nist and Michele L. Simpson); (36) "Re-Mediating Reading Difficulties: Appraising the Past, Reconciling the Present, Constructing the Future" (Laura Klenk and Michael W. Kibby); (37) "Teacher Research in the Contact Zone" (Susan L. Lytle); (38) "Teaching Teachers to Teach Reading: Paradigm Shifts, Persistent Problems, and Challenges" (Patricia L

ED 451 474 CS 014 273

Huey, Jessica Ann
A Comparison of First Grade Children Receiving Traditional Instruction or Traditional Instruction with Drama Supplements and Its Effects on Reading Fluency.
PUB DATE- 00
NOTE- 49p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Basal Reading; Comparative Analysis; *Drama; Grade 1; *Instructional Effectiveness; Primary Education; Reading Achievement; Reading Research; Reading Skills
IDENTIFIERS- *Reading Fluency; Tennessee

The focus of this study was on the use of drama supplements to increase the reading fluency of first grade students in a suburban school. The subjects of this study were first grade students. They were between six and eight years old and attended a suburban school in Knoxville, Tennessee. The class contained eight girls and twelve boys. Students were randomly assigned to one of two groups. The control group was taught reading lessons from the Silver Burdett and Ginn basal readers. The experimental group received the same reading instruction, but in addition, they received drama supplements. They transformed each story they read into a play. To ensure that all children were given equal opportunity to use drama at some time during this study, the groups alternated between the control and experimental positions. After both three week modules of the study, each student from Groups A and B was given an Informal Reading Inventory. In analyzing the data for this action research project, the researcher found no significant difference in the reading fluency of the students who received traditional basal based instruction and those who received traditional basal based instruction with the drama supplements. (Contains 45 references and a table of data. Appendixes contain permission letters.) (Author/RS)

ED 451 475 CS 014 287

Schefter, Carolyn A.

Readence, John E., Ed.; Barone, Diane M., Ed.
Envisioning the Future of Literacy.
PUB DATE- 00
NOTE- 168p.; Reprinted from the Jan/Feb/Mar 2000 themed issue of "Reading Research Quarterly," v35 n1.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Childrens Literature; Elementary Secondary Education; *Futures (of Society); Journal Articles; *Literacy; *Reading Instruction; *Reading Research; *Teacher Education

This reprint of the January/February/March 2000 issue of the scholarly journal "Reading Research Quarterly" features researchers' responses to questions about what the new millennium will hold for literacy research and instruction. the authors are given an opportunity to imagine, speculate, and predict the future of literacy research, teacher education, the nature of politics, literacy instruction, and children's literacy materials. Following the initial article, "Envisioning the Future of Literacy," by the reprint's editors, articles are: "Literacy Research in the Next Millennium: From Paradigms to Pragmatism and Practicality" (D. R. Dillon; D. G. O'Brien; E. E. Heilman); "Reading Teacher Education in the Next Millennium: What Your Grandmother's Teacher Didn't Know That Your Granddaughter's Teacher Should" (J. Hoffman and P. D. Pearson); "Mentoring and Reporting Research: A Concern for Aesthetics" (D. E. Alvermann and G. G. Hruby); "Snippets: How Will Literacy Be Defined?" (J. W. Cunningham; J. E. Many; R. P. Carver; L. Gunderson; P. B. Mosenthal); "Political Acts: Literacy Learning and Teaching" (A. I. Willis and V. J. Harris); "'What's My Name?': A Politics of Literacy in the Latter Half of the 20th Century in America" (P. Shannon); "The Convergence of Literacy Instruction with Networked Technologies for Information and Communication" (D. J. Leu, Jr. and C. K. Kinzer); "Snippets: What Will Classrooms and Schools Look Like?" (E. B. Moje; L. D. Labbo; J. F. Baumann; I. W. Gaskins); "Looking Back, Looking Forward: A Conversation about Teaching Reading in the 21st Century" (R. L. Allington and A. McGill-Franzen); "Children's Literature and Reading Instruction: Past, Present, and Future" (M. G. Martinez and L. M. McGee); and "Equity and Literacy in the Next Millennium" (K. H. Au and T. E. Raphael). (NKA)

ED 451 497 CS 014 357

Paige, Rod
Remarks as Prepared for Delivery by U.S. Secretary of Education Rod Paige: International Reading Association.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the International Reading Association (46th, New Orleans, LA, April 29-May 4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Instructional Effectiveness; Preschool Education; *Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Programs; Reading Research; *Student Needs
IDENTIFIERS- National Assessment of Educational Progress; *Phonemic Awareness; Project Head Start

This speech by the United States Secretary of Education questions

ED 451 518   CS 217 484

Parfitt, Matthew
Critical Thinking and the Historical Imagination.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; *Critical Thinking; *Freshman Composition; Higher Education; Instructional Innovation; *Language Role
IDENTIFIERS- Social Constructivism; Structuralism

Most educators' ideas about academic discourse and critical thinking are confined by social constructionist assumptions. Working with historical texts, in such a way that these texts empower students to imagine alternative futures, opens up the freshman writing course to three-dimensional critical thinking. Freshmen at one particular college must take a social science course in which they read C. Wright Mills, the influential sociologist who coined the terms "power elite" and "sociological imagination," among others. And the concept of "historical imagination" owes a great deal to C. Wright Mills. The term "historical" is preferred only because the intention is to broaden the concept and to throw the emphasis on a temporal dimension of reading and writing that has suffered from neglect. The very phrase "academic discourse" diverts attention from the historical--academic speech refers to a particular linguistic system with its own codes and structures, and teaching academic discourse is teaching these synchronic codes rather than entering a diachronic conversation. Academics routinely draw on the work of a recognizable intellectual predecessor and apply it, adapt it, or revise it to fill a contemporary felt need. Lytton Strachey's "Eminent Victorians" is an example of a general truth: that the historical imagination is not really concerned with the past as past; it uses the past to address the present and reinvent the future. (NKA)

ED 451 519   CS 217 485

Devet, Bonnie
"And Be Silent, That You May Hear": What Consultants Can Tell Directors about Working in a Writing Lab.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; Educational Research; Essays; Higher Education; Student Needs; *Tutoring; *Writing Laboratories
IDENTIFIERS- *Tutor Role; *Writing Consultants

Every spring there is a great exodus: graduating consultants depart from the writing lab, taking with them semesters and semesters of experience, and leaving a gap in the ranks of the staff. This paper discusses a way lab directors can learn from responding to student writing, a teacher's goal is to focus on the text a student is trying to construct--to assume the role of reader, coach, mentor--monitoring the authority their responses exert over student texts by aiming toward facilitative rather than directive responses, collaborative rather than authoritative responses. Events and opinions voiced at several panel discussions at professional meetings on response to student writing led the researcher/practitioner away from traditional response theories. With a focus on the classroom, particularly teacher-student relationships, she continues to search for connections between classroom activities and outside influences such as large-scale assessments because these connections help explain why educators, at times, contradict themselves. Constructivist classroom practices are at odds with traditional assessment theories, yet traditional theories influence the classroom through large-scale testing instruments and their consequences. Traditional views of testing and concomitant views of language acquisition were drilled into the minds of teachers, parents, administrators, voters, and politicians, each playing a part in what goes on in the classroom. When teachers teach to the test, they drill students on surface features. When these drills become habitual, they become conventional. Reflective practitioners must do more than reflect on their own practices. They must situate their individual theories and practices within the larger culture surrounding them. (Contains 43 references.) (NKA)

ED 451 540 CS 217 511

Tuft, Catrina
Changing the High School Core Literature.
PUB DATE- 01
NOTE- 26p.; Master's Thesis, Dominican University of California.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Department Heads; *English Curriculum; *English Departments; *High Schools; Reading Interests; *Reading Material Selection
IDENTIFIERS- *Literary Canon

This study examines the core literature in high school book rooms. Has the core literature changed over time with changing demographics? The review of the literature established the existence of a core literature, and that most high school students read from a fairly small list of books. The literature review reveals that students are not happy with the book selections and teachers are having a hard time keeping students engaged in the reading material. Department heads of English programs at two Northern California schools participated in an interview about the core literature. Their responses indicated that although some schools are given a significant amount of variety concerning their book lists, schools are forced to cover so much material that they only have time to teach what is required. (Author/RS)

ED 451 541 CS 217 518

Honeyghan, Glasceta
Exploring Literacy through Poetry: Poems That Celebrate Poetry.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 451 563 CS 510 531

Cantrell, Ayne
Crossing Institutional Boundaries: Defining the Collaborative Project.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001). For other papers from the Collaborative project, see CS 510 532-34.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Cooperation; *Freshman Composition; Higher Education; *Portfolio Assessment; *Writing Assignments; *Writing Teachers
IDENTIFIERS- Middle Tennessee State University

In 1994, the situation of one writing teacher changed when she joined others at her institution to collaborate on the design and follow through of the Portfolio Composition Program for first-year writing students. Today, the collaboration continues as volunteer full-time faculty, graduate teaching assistants, and other part-time teachers try out the same writing assignments, gather at workshops to practice portfolio assessment, and serve on teams to assess the writing of each other's students. The collaborative nature of the program at Middle Tennessee State University (MTSU) gave birth, in part, to the project that will be described and evaluated in this panel presentation. Even though the four presenters now teach at three different institutions, all have ties to the MTSU's Portfolio Composition Program. This paper describes how these writing teachers explored ways to continue to collaborate across institutional boundaries, motivated by a desire to expand their students' writing community and knowledge of each other. The paper takes the collaborators step-by-step through the project, which 87 students at the three schools started; the students also contributed essays to the Web site, which they named "Not Shakespeare But It Will Do: Campus and Community Profiles by Tennessee College and University Students." Appended are an essay assignment and related material. (NKA)

ED 451 564 CS 510 532

Clayton, Maria A.
Crossing Institutional Boundaries: Changing Common Perceptions.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001). For other papers from the Collaborative project, see CS 510 531-34.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Cooperation; *Freshman Composition; Higher Education; Questionnaires; *Student Attitudes; Student Surveys; *Writing Teachers
IDENTIFIERS- Middle Tennessee State University

This paper presents the portion of the collaborative project knowledge into action, and so the text hopes to fill that gap, as well. It focuses on education and experience and underscores four primary prerequisites: the need for an advanced understanding of the teaching and learning process; a thorough understanding of child growth and development, as well as adult learning; a broad base of knowledge; and a sincere commitment to educational equity and excellence at all levels. Since the principal also sets the example for the school, the text examines leadership proficiencies, such as leadership behavior, communication skills, group processes, curriculum and instruction, and assessment. The book also examines the various components of administrative/management proficiencies, including organizational management, fiscal management, and political management. Two appendices provide a guide for self-assessment and a professional growth plan. (Contains 91 references.) (RJM)

ED 451 584   EA 030 900

Morse, Susan Ed.
A License for Bias: Sex Discrimination, Schools, and Title IX.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 84p.; Part of the AAUW Equity Library.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affirmative Action; Compliance (Legal); Educational Policy; Elementary Secondary Education; *Equal Education; Federal Programs; *Federal Regulation; Sex Bias; *Sex Discrimination
IDENTIFIERS- *Title IX Education Amendments 1972

This report discusses non-sports-related Title IX complaints filed with the Department of Education's Office for Civil Rights (OCR) from 1993-1997. Its purpose is to dispel the popular belief that Title IX is a sports-equity law and to determine the effectiveness of the legislation. The document examines the kinds of complaints filed, the status of those making the complaints, and the actions taken in response by the OCR. It found that 70 percent of the Title IX complaints filed in the 4-year period were non-sports related. It also found that although Title IX has improved the educational climate for women and girls, enforcement of the law varies widely by region and is often hampered by the absence of guidelines and the overtolerance of institutional foot-dragging. The report encompasses 425 cases, representing more than 60 percent of nonsports-related cases resolved by the OCR. The report includes an overview of the scope and impact of Title IX; the enforcement of Title IX; case and complaint information, including the types of complaints; trends and issues; filing and investigative procedures; the resolution and monitoring of complaints; and an action agenda for Congress, the OCR, schools, and universities. (RJM)

ED 451 585   EA 030 902

Education at a Crossroads, 2000: The Road to Excellence. Putting Student Performance First. A Report of the Subcommittee on Oversight and Investigations, Committee on Education and the Workforce, U.S. House of Representatives.
PUB DATE- 00

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Evaluation; *Leadership Qualities; *Leadership Training; *Principals; Public Schools; *School Administration

The lead article of this issue, "Taking the Lead: The Role of the Principal in School Reform" (Kathleen Trial), discusses the various roles of the principal: psychologist, teacher, facilities manager, philosopher, police officer, diplomat, social worker, mentor, PR director, coach, and cheerleader. A second article discusses making shared leadership work; several principals from a five-state region offer their perspectives on what it takes to encourage shared leadership within a school community as part of their efforts to implement reform. The issue also includes resources on shared leadership and "Mean Comparisons for Regional Analysis of CSRD Early Implementation Survey." (Contains 13 references.) (DFR)

ED 451 605 EA 030 949

Profiles 1998 State Report. Oklahoma Educational Indicators Program.
PUB DATE- 99
NOTE- 121p.; Also prepared by the Education Oversight Board. Prepared in Cooperation with Oklahoma State Department of Education, Oklahoma State Regents for Higher Education, Oklahoma Department of Vocational & Technical Education, Oklahoma Office of Juvenile Affairs, ACT Corporation, the College Board, and all Oklahoma schools.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Accountability; Community Action; *Dropout Rate; *Educational Assessment; Elementary Secondary Education; Public Schools; *School Districts; *Student Improvement

This report is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program in which the State Board of Education was instructed to report on the performance of public schools and school districts. It reports on 548 school districts and 1,801 conventional school sites. The report covers data on classroom teachers, including salaries, and student performance, especially demographic data on student enrollment, per county. An overview of the Oklahoma Educational Indicators Program is provided. Appendixes cover juvenile arrest data, socioeconomic factors, advanced placement participation, breakdown of expenditure accounts, reading results, and SAT averages by state for 1988 and 1995-98. (DFR)

ED 451 606 EA 030 950

Gorard, Stephen
School Choice in an Established Market.
PUB DATE- 97
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Marketing; Parent Empowerment; *Parent Influence; *Parent Role; *Private Schools; Public Schools; *School Choice
IDENTIFIERS- Wales

This book examines the trend toward markets in UK schools by outlining the varied economic and political arguments both for

IDENTIFIERS- *Alberta

This final report is the outcome of a special education study initiated in March 2000 to review the delivery of educational programs and services for students with special needs in Alberta, Canada. The review process involved consultation with education partners, stakeholders, and service providers who identified issues and made recommendations to strengthen the education system for students with special needs. The report highlights 66 recommendations. Key issues and recommendations for action are identified in seven key areas: accountability, administration, funding, professional development, communication/information, resources, and policy. Specific recommendations include: (1) streamline administrative processes; (2) increase funding for students with severe emotional/behavioral disabilities to the same level as all other students with severe disabilities; (3) ensure early identification of and intervention for students with special needs in education programs; (4) ensure that graduating teachers complete course work in adapting and modifying curriculum; (5) develop a mechanism to determine the students' assistive/adaptive technology and equipment needs; (6) promote clear policy and guidelines for the involvement of parents; and (7) include in an accountability framework monitoring of programming for students who are gifted. Appendices include a glossary of terms, a chronology of events, and a synopsis of suggested solutions. (CR)

ED 451 628 EC 308 310

ECS Program Unit Funding: A Handbook of ECS Operators, 2000-2001.
PUB DATE- 00
NOTE- 45p.; For the 1996-97 and third edition handbooks, see ED 407 783 and ED 392 226.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Educational Finance; Educational Policy; Expenditure per Student; Financial Support; Foreign Countries; *Inclusive Schools; Program Costs; Program Development; Records (Forms); School Districts; *Severe Disabilities; *State Aid
IDENTIFIERS- *Alberta

This handbook is written specifically for Early Childhood Services (ECS) operators in Alberta, Canada, applying for Program Unit Funding. It is also designed to enhance the understanding of how assistance is provided to ECS children with severe disabilities by teachers, special needs assistants, parents, and supporting agency personnel. ECS operators are encouraged to integrate children with special needs into their regular programs to the fullest extent possible. Program Unit Funding is provided in addition to basic instruction funding to offset the costs of providing educational services for children with severe disabilities. Sections of the handbook cover: (1) "Basic Requirements for Program Unit Funding"; (2) "Completion of Program Unit Funding Application Form"; (3) "ECS Transportation Funding"; (4) "Reporting of Actual Costs"; and (5) "Other ECS Funding," which addresses basic instruction funding, funding for children with mild or moderate disabilities, and Program Enhancement Projects. Sections provide an overview, presentation of principles, examples and specifics such as timelines and checklists, and considerations.

Individual sections of the report explain the project's goals and objectives, theoretical and conceptual framework, training program, evaluation methodology and results, dissemination activities, and future activities. Appendices include sample PIWI publications, examples of evaluation forms/instruments, and examples of planning forms and developmental topics. (DB)

ED 451 647 EC 308 329

Tvingstedt, A. L.; Preisler, G.; Ahlstrom, M.
Communication with Deaf Pre-School Children Using Cochlear Implants.
PUB DATE- 00
NOTE- 13p.; Paper presented at the 19th International Congress on Education of the Deaf and the 7th Asia-Pacific Congress on Deafness (Sydney, Australia, July 9-13, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Cochlear Implants; *Communication Skills; Congenital Impairments; *Deafness; Followup Studies; Foreign Countries; Hearing Impairments; Interpersonal Communication; Longitudinal Studies; *Outcomes of Treatment; Parent Child Relationship; Preschool Children; Qualitative Research
IDENTIFIERS- Sweden

This study evaluated the communicative, social, and emotional development of 22 deaf Swedish pre-school children with cochlear implants over a 2-year period. Video-recordings (every 3 months) and observations of the children in natural interactional settings at home and school as well as interviews with parents and teachers provided the study data. The children were between 2 and 6 years old when the study began and between 4 and 8 years when the last video recordings were made. By the end of the study children had had their implants between 1 and 3.5 years. Sixteen of the children were pre-lingually deaf. No clear patterns were found regarding the effects of variables like time and cause of deafness, time with implant, or time of operation on the children's ability to perceive and produce spoken language at the end of the 2 years. Analysis of videotapes did identify common traits and attitudes of families where the children developed more favorably including establishment of a well functioning communication between the child and parents before the implantation and use of a child-centered communication style by parents and teachers. Another study of the children's continuing development is planned. (Contains 29 references.) (DB)

ED 451 648 EC 308 331

Kelley, Carol, Ed.
Essentials of College Living: Curriculum Guide.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Freshmen; College Students; Educational Counseling; Health Education; *Hearing Impairments; Higher Education; Leadership; *Learning Activities; Money Management;

lists instruments by grade level and special population norm groups. A second appendix provides copies of the PB-3 and Forms SI and SII from the "Model Policies and Plan for the Identification of Children Who Are Gifted," for districts to submit. (Contains 23 references.) (DB)

ED 451 667   EC 308 351

Lynch, Mervin D., Ed.; Harris, Carole Ruth, Ed.
Fostering Creativity in Children, K-8: Theory and Practice.
PUB DATE- 01
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Development; *Creative Thinking; *Creativity; Educational Environment; Elementary Education; Individual Differences; *Intellectual Disciplines; Kindergarten; Personality Traits; Special Needs Students; *Teaching Methods; *Theory Practice Relationship

This book identifies strategies for use by classroom teachers in grades K-8 to nurture the development of creativity. Section 1 offers general strategies to stimulate productive thinking. Section 2 examines personality, creative thinking, and appropriate teaching strategies. Section 3 is dedicated to teaching special groups. Section 4 focuses on creativity in specific content areas. Individual chapters are: "Multiple Options as a Model for Teaching the Creatively Talented Child" (John F. Feldhusen); "The Schoolwide Enrichment Model: Developing Students' Creativity and Talents" (Sally M. Reis and Joseph S. Renzulli); "Stimulating the Development of Talent for Creative Productivity in Children through the Use of Refutational Processes" (Mervin D. Lynch, Carole Ruth Harris, and Eugenie N. Williams); "How Parents and Teachers Can Enhance Creativity in Children" (Jane Piirto); "A Genetic Model of Creativity and Type T Personality Complex with Educational Implications" (Frank Farley); "Swimming against the Tide: The Creative Child as a Late Bloomer" (Jack Levin and Nina L. Greenwald); "Teaching the Creative Child Who Is African American" (Alexinia Young Baldwin); "Fostering Creativity in the Asian-Pacific Child K-8: Identification, Strategies, Implications" (Carole Ruth Harris); "Instructional Principles for the Creative Child with Learning Disabilities" (Amy L. Phillips); "Creativity in Science for K-8 Practitioners: Problem-Based Approaches to Discovery and Invention" (Jonathan A. Plucker and Jeffrey A. Nowak); "Teaching Reading for Creativity" (Joyce McPeake Robinson); "Teaching Poetry to the Creative Child K-8" (Carole Ruth Harris); "Teaching Creative Children with the Performing Arts Problem-Solving Pyramid" (Carole Ruth Harris); "Fostering Creativity in the Classroom through Music" (Laura M. Schulkind); "Art Talent Development, Creativity, and the Enrichment of Programs for Artistically Talented Students in Grades K-8" (Gilbert A. Clark and Enid Zimmerman); and "Teaching Mathematics to Young Children: The Math Circle" (Robert Kaplan). (Contains approximately 475 references.) (DB)

ED 451 668   EC 308 352

Kozleski, Elizabeth; Mainzer, Richard; Deshler, Don

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Educational Environment; Elementary Secondary Education; *Environmental Standards; *Public Schools
IDENTIFIERS- *Environmental Quality; *New York

This guide addresses existing New York laws and available resources to ensure that every child and school employee has an environmentally safe and healthy school. Topics discussed involve indoor air quality; toxic and hazardous chemicals; pests and pesticides; mold, mildew, fungus, bacteria; asbestos; lead; radon; exhaust fumes from idling vehicles; renovation and construction pollution; structurally sound buildings; heat; classroom size and environment; fire hazards; usable and sanitary restrooms; safe playgrounds; and emergency management. Appendices present resource information by topic area, a form for information from the Healthy Schools-Healthy Kids Information and Referral Clearinghouse, examples of toxic and hazardous products used in New York schools, information on right-to-know laws concerning school environments, laws concerning access to public school-related meetings, rights to participating in health and safety committees, guidelines for school facility report cards, sample complaint letters to agencies about unsafe schools, a list of New York State Board of Regents/legislators, and New York State Environmental Conservation Regional Office locations and occupational health resources. (Contains 62 references.) (GR)

ED 451 688 EF 005 892

Maciha, John C.
Preventive Maintenance Guidelines for School Facilities.
PUB DATE- 00
NOTE- 229p.; With assistance from John Woolley and the Santa Margarita High School Board in California.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Cost Effectiveness; Elementary Secondary Education; *Guidelines; Organizational Effectiveness; Public Schools; *School Maintenance
IDENTIFIERS- *Preventive Maintenance

This five-part manual, intended to increase the integrity and support the longevity of school facilities, provides easy-to-use preventive maintenance (PM) system guidelines. Part 1 outlines the special considerations of school maintenance as compared to other facilities. Part 2 establishes the basic components of a PM program and provides Work Order forms to document maintenance tasks. Part 3 provides PM budgeting guidelines and suggestions for funding maintenance work that is not covered by the in-place budget. Part 4 offers guidance on how to estimate the costs of maintenance and repair tasks. This section includes sample estimates from Means Facilities Maintenance & Repair Cost Data, including labor-hour, equipment, and material costs. Part 5 contains checklists for carrying out PM tasks. The checklists break PM procedures down into recommended inspection intervals: biweekly; monthly; semiannual; annual; and every 5 years. The checklists also culture. The learner is lead through a series of activities aiding comprehension and learning that sharpen communication strategies and linguistic skills. (KFT)

ED 451 711 FL 026 642

Joo, H.; Choo, M.; Yeun, Soo-ah Kim; Hiple, David
Hangul Ro Boja! Authentic Korean Video. Lessons for Intermediate to Advanced Self-Study. CD-ROM .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 0p.; CD-ROM for Mac or PC. For other self-directed advanced language study CD-ROMs, see FL 026 638-641.
LANGUAGE- Korean
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Foreign Countries; *Independent Study; Interviews; *Korean; *Listening Comprehension; Listening Skills; Optical Data Disks; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- South Korea

This compact disc offers 10 Korean lessons from a variety of authentic sources, including the following: television commercials and scenes from a soap opera, news reports on politics, sports, the environment, and a book fair; and scenes from a Korean film, "Our Twisted Hero." The learner is lead through a series of activities aiding comprehension and learning that sharpen communication strategies and linguistic skills. (KFT)

ED 451 712 FL 026 644

Cheung, Alan; Mayes, Cliff; Randall, E. Vance
Two Sociological Perspectives on the New Language Policy in Hong Kong.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Conference of the Comparative and International Education Society (San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Elementary Secondary Education; English; English (Second Language); Foreign Countries; *Language Attitudes; *Language of Instruction; Language Planning; Linguistics; Official Languages; Politics of Education; *Public Policy; Sociolinguistics
IDENTIFIERS- *Hong Kong

After Britain returned control of Hong Kong to China in July 1997, a new language policy required all schools to switch their teaching medium from English to Chinese in September 1998. Those schools that wanted to continue to teach in English had to obtain special permission. Only 100 of 400 schools successfully obtained such permission. This clash over the language of instruction sparked heated debate in Hong Kong. This paper looks at this new language policy from two major

ED 451 734   HE 033 797

Ownership of New Works at the University: Unbundling of Rights and the Pursuit of Higher Learning. Discussion Series.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Educational Policy; *Higher Education; *Intellectual Property; *Legal Responsibility; Models; *Policy Formation
IDENTIFIERS- Ownership Patterns

This booklet offers a framework for present and future discussions of issues surrounding the ownership of intellectual property, with a focus on issues of copyright. It addresses three concepts that are important for education and the creation and use of information. The first is that the initial ownership of newly created intellectual property in traditional university settings and the subsequent disposition of the associated property rights often has been unguided. The second concept is that the effectiveness of higher education requires a better understanding of how ownership rights associated with new intellectual property promote the mutual benefit of faculty, staff, students, and their learning communities. The third is that new models for the allocation of intellectual rights must be considered and designed to anticipate the influence of new technologies on teaching, learning, research, and creative activity in U.S. universities. Of particular interest will be issues associated with distance education and forms of educational technology. Central to the recommendations for the future is unbundling rights associated with new works to make them most appropriately available for teaching, learning, and research. Other recommendations call for standard policies and practices to remove confusion over the ownership and use of materials. (Contains 11 references.) (SLD)

ED 451 735   HE 033 857

Greive, Donald E., Ed.; Worden, Catherine A., Ed.
Managing Adjunct & Part-Time Faculty for the New Millennium.
PUB DATE- 00
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adjunct Faculty; *College Administration; Educational Technology; Higher Education; *Part Time Faculty; Professional Development

The contributions in this book address issues related to the management of part-time and adjunct college faculty members, including the impact of new technology, and provide information necessary for effective management in the future. The chapters are: (1) "A Vision of the Future--From the CEO" (Roy A. Church); (2) "Managing Adjunct and Part-Time Faculty in the New Millennium" (Donald Greive); (3) "Orientation of Adjunct and Part-Time Faculty: Exemplary Models" (Mark Smith and David Wright); (4) "A Comprehensive Faculty Development Program" (Helen Burnstad); (5) "Ethical Implications for Adjunct Faculty" (Elizabeth Reynolds Welfel); (6) "Legal Issues in Higher Education for Adjunct Faculty" (William Murphy); (7) "The Academic Manager: Five Steps to Parity" (Michael Parsons); (8) "Distance Education Technology: What the Adjunct Manager

This document outlines proposals for higher education institutions in England to apply for special funding for activities that will increase their capability to respond to the needs of business (including companies of all sizes and a range of bodies within the wider community) for cases in which this will lead to identifiable economic benefits. It asks interested institutions to respond about strategic priorities and funding proposals for this initiative. The new Higher Education Innovation Fund builds on previous findings and is designed to sit alongside institutions' teaching and research activities, enabling them to secure the maximum economic benefit from these activities. The fund will continue to provide a platform of core funding to help institutions enhance organizational and structural arrangements to implement their strategic aims in responding to the needs of business. It is proposed that higher education institutions will be invited to apply for these funds by May 2001. Two appendixes contain guidance notes about funding and the application guidelines. (SLD)

ED 451 757   HE 033 885

Higher Education and the Regions: HEFCE Policy Statement. Consultation.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperation; *Educational Policy; Foreign Countries; *Geographic Regions; *Higher Education; *Partnerships in Education
IDENTIFIERS- *England; *Regional Development

This document sets out the Higher Education Funding Council for England's (HEFCE) policy in responding to the emerging regional agenda in England and in encouraging collaboration between higher education providers in each region. The HEFCE has focused on building regional partnerships since the creation of the Regional Development Agencies in 1999. This document aims to review the priority that the HEFCE should give to regional issues. The document also describes the roles that higher education institutions are adopting in the region and what the HEFCE is doing to support them. Regions are diverse and make different demands of the higher education sector. The approach to regional activity needs to recognize the diversity of higher education institutions and of regions, supporting the relationships that are being developed in each region. Feedback to this position statement is requested so that the HEFCE can be sure it has articulated the regional agenda correctly. (SLD)

ED 451 758   HE 033 886

Gateway to Success: Rethinking Access and Diversity for a New Century. Report of the Committee on Access and Diversity.
PUB DATE- 01
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *College Bound Students; *Diversity (Student); *Educational Objectives; *Higher Education
IDENTIFIERS- *Illinois

In the context of Goal 4, of the Illinois Commitment, increasing and society and the ways that new behaviors and roles for faculty members will bring react to change or bring it about. These realities have already been recognized in the declaration of a European area of higher education signed by ministers of education from 29 European countries in 1999. The shared recognition of the strategic importance of higher education was echoed in this conference. (SLD)

ED 451 778 HE 033 906

Ikenberry, Stanley O.; Hartle, Terry W.
Taking Stock: How Americans Judge Quality, Affordability, and Leadership at U.S. Colleges and Universities.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adults; Attitudes; College Athletics; Distance Education; *Higher Education; *Knowledge Level; Paying for College; *Public Opinion; Telephone Surveys; Values

This report provides a snapshot of public attitudes toward and knowledge of higher education based on a national telephone survey of 850 U.S. adults. Americans continued to place high social value on a college education, but there was little evidence that Americans wish to pursue knowledge for its own sake. Access to postsecondary education was seen as the passport to a better life, but a better life defined almost exclusively in economic terms. The public believed that colleges and universities offer high-quality programs and was enthusiastic about career training and lifelong learning opportunities. Paying for college remained a major concern, although Americans were less worried about financing an education than they were in January 1998. Respondents believed that colleges do not keep tuition at an affordable level, and almost three-quarters of them thought colleges could reduce tuition without lowering the quality of education that students receive. The public still badly overestimates what it costs to attend college, especially with regard to community colleges. Public cost estimates were more accurate for 4-year, private colleges. More people than in 1998 knew how to get information about financial aid. The public knew little about college presidents, but expected colleges and universities to play an active role in the community. Survey respondents were skeptical of distance learning and the emphasis placed on college athletics, but they expressed strong support for university research. Communication was the key link between the strengths and weaknesses identified in these survey results. An appendix contains the survey findings item-by-item. (Contains 11 figures.) (SLD)

ED 451 779 HE 033 907

Hayward, Fred M.
Internationalization of U.S. Higher Education. Preliminary Status Report, 2000.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials

The Role of Early Involvement and Type of Residence.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; College Housing; *Commuting Students; Dormitories; *Drinking; Drug Use; *Extracurricular Activities; Higher Education; *Student Adjustment; Student Participation
IDENTIFIERS- Student Engagement

This study examined the benefits of early involvement in co-curricular activities and first-year seminars among first-year college students with respect to alcohol and other drug use, self-worth perceptions, attitudes toward social justice, engagement in the academic process, and community service involvement approximately 6 weeks into the fall term of the first year. Also considered were the housing arrangements of students: traditional dorms, college apartments, or at home with parents. Data were collected from 160 women and 50 men at a parochial liberal arts university. Students completed a student development survey and indicated the co-curricular activities in which they participated. Results show that becoming involved in co-curricular activities and specially designed small seminars for first-year students provides many benefits for students even in the first 6 weeks of school. Results at least suggest that becoming involved early in college pays dividends with respect to better attendance at classes, less binge drinking and illicit drug use, expressing a greater commitment to social justice, and placing a higher level of important on performing community service. Results also show that commuter students who lived at home appeared to benefit by being less involved in binge drinking and experienced fewer problems related to alcohol use, but they were also less involved in the social and co-curricular life of the college. (Contains 3 tables and 11 references.) (SLD)

ED 451 799 HE 033 929

Cejda, Brent D.; Duemer, Lee S.
The Curriculum of Liberal Arts Colleges: Beyond the Major.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; Higher Education; *Institutional Characteristics; *Liberal Arts; *Majors (Students)
IDENTIFIERS- Carnegie Classification

This study examined the formal curricula of 82 liberal arts institutions as described in college catalogs. These institutions included both Liberal Arts I (LAI) and Liberal Arts II (LAII) schools in the 1994 Carnegie classifications. Two recent studies have contended that many institutions identifying themselves as liberal arts colleges are really not. This contention has been based on the percentage of graduates in professional majors. Attention in this study was placed on relating the course descriptions to six attributes of the innovative funding sources that may be appropriate for some elements of information technology. Based on these findings, the report makes recommendations that can help campus officials and state and federal policy makers develop funding policies for information technology. The report also offers a new lexicon for the components of technology infrastructure to create the necessary common language for communicating about technology. (Contains 21 references.) (SLD)

ED 451 818 HE 033 948

Cunningham, Alisa Federico; Redmond, Christina
Building Strong Communities: Tribal Colleges as Engaged Institutions.
SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 72p.; A product of the Tribal College Research and Database Initiative, a collaborative effort between the American Indian Higher Education Consortium and the American Indian College Fund. The W.K. Kellogg Foundation also provided support.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; *Community Programs; Higher Education; *School Community Relationship; Tribal Government; *Tribally Controlled Education; Tribes

This policy report explores the expanding role of Tribal colleges and Universities in serving local communities and examines the challenges and successes in some specific areas of involvement. The report is the fourth in a series under the Tribal College Research and Database Initiative, which has collected data over the last 3 years regarding student demographics and background, curricula, institutional environments, and community services. Information comes from a variety of government and private sector sources. Five areas of Tribal College community engagement are highlighted in this report: (1) preschool, elementary, and secondary education; (2) health and nutrition activities; (3) faculty role models; (4) agriculture and natural resource management; and (5) cultural and language preservation and development. In each section, the challenges faced by American Indian communities are outlined, and the various ways that Tribal Colleges are helping to address these problems are described, with specific attention to the programs that stand out as evidence of success. The report concludes with a summary of how Tribal Colleges are engaged as community institutions and with specific recommendations for continued support for the colleges' efforts. (Contains 10 figures and 113 references.) (SLD)

ED 451 819 HE 033 949

Wolanin, Thomas R.
Rhetoric and Reality: Effects and Consequences of the HOPE Scholarship. The New Millennium Project on Higher Education Costs, Pricing, and Productivity Working Paper.
SPONS. AGENCY- Ford Foundation, New York, NY.; Education Resources Inst., Boston, MA.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

NOTE- 60p.; Report was prepared with the assistance of Thomas/Lane & Associates.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Community Colleges; *Labor Force Development; *Program Evaluation; *School Business Relationship; *School Community Programs; Two Year Colleges; *Work Experience Programs
IDENTIFIERS- *California Community Colleges

This report describes economic development programs operated by California Community Colleges during fiscal year 1998-1999. Report highlights include: (1) 60 of 107 community colleges (48 of 72 districts) operated an economic development program; (2) eight economic development programs engaged primarily in delivering training and technical assistance to employers, serving 26,612 employers, 19,386 students, and 46,981 incumbent workers; (3) three economic development programs primarily engaged in creating economic development capacity within the community college system, providing 73,991 hours of training and technical assistance; (4) two economic development programs engaged in delivering service to employers and building capacity within the community college system, providing 6,990 employers with technical assistance and 11,245 students and incumbent workers with training; (5) five programs were directed primarily toward the management, administration, and coordination of the community college's economic development network, providing 139 employers with regional coordination and assistance and forming 176 strategic partnerships; and (6) all economic development programs combined created a total of 8,448 jobs, $195.9 million of wage and salary income, and a benefit-cost ratio of 9.6. (Contains various figures and tables.) (JA)

ED 451 840   JC 010 270

Curtis, John W.
Germanna Community College Student Outcomes Assessment, 1998-99: A Progress Report to the Virginia Community College System.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Business Education; *College Outcomes Assessment; Community Colleges; *Educational Objectives; *Nursing Education; *Program Evaluation; Student Attitudes; Student Evaluation; Student Surveys; Two Year Colleges
IDENTIFIERS- *Germanna Community College VA

This document briefly describes the student outcomes assessment program at Germanna Community College (GCC). Section 1 of this report presents an executive summary. Section 2 briefly assesses specific goals/objectives associated with nursing and business management technology majors together with evaluation methods, findings, and actions being taken to accomplish respective goals. While no actual persistence results are included in this report, section 3 summarizes the types of student persistence data available in other GCC publications, including: (1) persistence for students entering in fall semesters 1990-98 by race, sex, residence, high school status, initial enrollment status, and initial curriculum; and (2) retention trends for fall-to-spring (semester retention) and fall-to-fall (annual retention). Appendix A describes the academic program review process at Germanna and offers a

Postsecondary Education; Profiles; *Program Development; Secondary Education; Self Evaluation (Individuals); Student Evaluation; Student Records; Work Experience

Career portfolios contain evidence of individuals' knowledge and skills and are useful tools in job search and career change, especially now that employers want generalizable workplace skills not well portrayed by traditional means and students are often inept at communicating their skills and knowledge to employers. Career portfolios contain and structure information about the workplace, careers, education, personal knowledge, skills, and experiences. The reflection and analysis involved in selecting items for a portfolio provide opportunities to discover and understand the connection between, and relevance of, personal knowledge, skills, and experiences and employers' needs. As a job search tool, portfolios communicate connections and relevance clearly and effectively to employers. To implement a career portfolio program, roles of these actors must be defined: coordinator, vocational and academic teachers, counselors, parents, and local employers. These specific issues of portfolio design must be addressed: how the purpose of the portfolio affects its structure and content, and advantages and disadvantages of the medium (paper and cardboard, diskettes, CD-ROMs, and Web pages). The process of student portfolio development requires careful attention. To derive the educational benefit of building a portfolio, students must do the self-assessment, reflection, and analysis themselves. Teachers and counselors must play the roles of facilitator, guide, mentor, and collaborator and lead the students, through the process not do the work for them. (Contains 20 references.) (YLB)

ED 451 346 CE 081 470

Brown, Bettina Lankard
Group Effectiveness in the Classroom and Workplace. Practice Application Brief No. 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Faculty Development; *Group Dynamics; *Interpersonal Communication; *Interpersonal Competence; Skill Development; *Teaching Methods; *Teamwork
IDENTIFIERS- Negotiation Processes

Group effectiveness skills, including interpersonal communication, negotiation, and teamwork, are essential in today's diverse classroom and workplace. Various ways have been identified to prepare learners to be effective in group situations and to aid teachers to prepare themselves to be skillful group facilitators. The following are some strategies teachers and trainers have found to be useful in developing group skills: stress development of interpersonal skills; promote teamwork as an individual skill; have students monitor their team dynamics; and draw upon the community to broaden students' experiences. The following strategies help teachers

PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Apprenticeships; Business Cycles; Change Strategies; Delivery Systems; Education Work Relationship; Educational Attainment; Educational Change; Educational Demand; Educational Improvement; *Educational Needs; Educational Quality; Employment Patterns; *Employment Qualifications; *Engineering Education; Foreign Countries; Higher Education; Information Needs; *Job Skills; Labor Economics; Labor Market; Labor Needs; Labor Supply; Labor Turnover; Needs Assessment; Policy Formation; Recruitment; Salary Wage Differentials; *Skill Development; Supply and Demand; Systems Approach; *Technical Education; Technical Institutes; Technical Occupations; Technological Advancement; Trend Analysis; Universities *Great Britain
IDENTIFIERS- *Great Britain

Cyclical and structural issues in engineering skills formation in Great Britain were studied through a review of recent employment patterns, income patterns, employment projections, recent trends in education and training, and recent developments in technology and work organization. The review focused on the following issues: (1) the extent and nature of mismatches between the supply of and demand for engineering skills; (2) the extent to which engineering skill problems are cyclical as opposed to structural; and (3) the adequacy of current arrangements for engineering education and training. The following were among the main conclusions: (1) engineering skill problems are most apparent when they manifest in the form of external recruitment difficulties at the peak of each business cycle; (2) long-term trends in training levels and recruitment difficulties in the past 3 decades reflect structural rather than merely cyclical weaknesses in the British system of engineering training; (3) recent changes in markets and work organizations have significantly increased engineering employers' expectations of graduates; and (4) one way to expand modern apprenticeship (MA) numbers would be to develop preapprenticeship courses to prepare underqualified 16- and 17-year-olds for later entry to MA schemes. (Fourteen tables/figures are included. The bibliography lists 34 references.) (MN)

ED 451 364 CE 081 510

Bostrom, Ann Kristin; Boudard, Emmanuel; Siminou, Petroula
Lifelong Learning in Sweden: The Extent to Which Vocational Education and Training Policy Is Nurturing Lifelong Learning in Sweden. CEDEFOP Panorama.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Adult Literacy; Articulation (Education); Counseling Services; Curriculum Development; Delivery Systems; Disadvantaged; Educational Administration; Educational Finance; Educational Legislation; Educational Objectives; *Educational Policy; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; Experiential Learning; Federal Legislation; Financial Support; Foreign Countries; *Government

Demographic Changes and Literacy Development in a Decade. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Role; Aging (Individuals); Birth; Data Analysis; Data Collection; Death; Definitions; Demography; *Educational Research; *Educational Trends; Functional Literacy; Futures (of Society); Immigrants; Immigration; Individual Characteristics; Influences; Information Needs; Limited English Speaking; *Literacy Education; Migrants; Migration Patterns; Minority Groups; Models; National Surveys; Performance Factors; *Population Trends; Predictor Variables; Reading Ability; Reading Achievement; Research Design; Research Methodology; Sampling; Trend Analysis
IDENTIFIERS- *National Adult Literacy Survey (NCES); *National Assessment of Adult Literacy; National Center for Education Statistics

Anticipated demographic changes in the United States adult population in the decade between the National Adult Literacy Survey (NALS) of 1992 and the National Assessment of Adult Literacy (NAAL), which is scheduled for 2002, were reviewed. Next, the implications of those changes for the NALS and NAAL were analyzed. The analysis focused on births, deaths, and international migration. Next, a demographic model of adult literacy proficiency was described that links changes in literacy proficiency to compositional and maturational changes in the adult population. Composition components were defined as changes over time in membership in the target population, whereas maturational components were defined as changes over time in the literacy proficiencies of given individuals who are in the target population at both time points. The model predicted increases over the decade in the mean literacy proficiency of both the foreign- and native-born adult populations and decreases in the percentages of each that are performing at the lowest level. (Eight implications of the model for the NAAL methodology were discussed, including implications related to the following issues: parallel population coverage in the NALS and NAAL assessments; adequate representation of minority and immigrant groups; and working with populations having limited English proficiency.) (MN)

ED 451 381 CE 081 529

Smith, M. Cecil; Sheehan-Holt, Janet K.
Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Citizen Participation; Content Analysis; Data Analysis; Data Collection; Demography; *Educational Assessment; Educational Experience; Employment; Focus Groups; Information Utilization;

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Basic Skills; Classroom Techniques; Computer Uses in Education; Dropouts; Education Work Relationship; Educational Counseling; Educational Environment; *Educational Practices; *Educational Research; Educational Technology; Elementary Secondary Education; Employment Qualifications; English (Second Language); High School Equivalency Programs; Information Dissemination; Instructional Material Evaluation; Instructional Materials; Learning Disabilities; *Literacy Education; Mathematics Instruction; Numeracy; Professional Development; Reading Skills; Skill Development; Speech Skills; Teacher Role; Teacher Student Relationship; Teaching Method Abacuses; General Educational Development Tests
IDENTIFIERS- Abacuses; General Educational Development Tests

This set of four newsletters contains articles to help adult basic education and literacy teachers connect research and practice. The following are among the articles included: "The Effects of Continuing Goal-Setting on Persistence in a Math Classroom" (Pamela Meader); "Do the Cognitive Skills of Dropouts Matter in the Labor Market?" (John H. Tyler); "The Relationship between Reading and Speaking Skills" (Barbara Garner); "Supports and Hindrances: A Force-Field Analysis" (Andrea Parrella); "Developing Adults' Numerate Thinking: Getting Out from Under the Workbooks" (Mary Jane Schmitt); "Making Peace in the Math Wars" (Kathy Safford); "The New York City Math Exchange Group" (Charles Brover, Denise Deagan, Solange Farina); "Numeracy Needs of Adult Literacy Participants" (Aydin Yucesan Durgunoglu, Banu Oney); "Using Software Applications to Teach Math" (Catherine Cantrell); "Accommodating Math Students with Learning Disabilities" (Rochelle Kenyon; "Beginning Math for Beginning Readers" (Linda Huntington); "Across the Great Divide" (Jeri Levesque); "Learning with Computers: The Theory behind the Practice" (Jennifer G. Cromley); "Teaching ESOL English for Speakers of Other Languages Using Word Processing: A Communicative Approach" (Steve Quann, Diana Satin); "Low-Tech: Calculators, Videos, and the Abacus" (G. Andrew Page); "Building a Web Site in an ABE Adult Basic Education Class" (Maura Donnelly); "Solving Problems with Computer-Assisted Instruction at the East Texas Literacy Council" (Kelley Snowden); "The Working Conditions of Adult Literacy Teachers: Preliminary Findings from the NCSALL National Center for the Study of Adult Learning and Literacy Staff Development Study" (Cristine Smith, Judy Hofer, Marilyn Gillespie); "Connecting Research and Practice" (Barbara Garner, Beth Bingman, John Comings, Karen Rowe, Christine Smith); "The K-12 School Experiences of High School Dropouts" (Stephen Reder, Clare Strawn); "Program Participation and Self-Directed Learning to Improve Basic Skills" (Stephen Reder, Clare Strawn); "Sharing What NCSALL Is Learning" (John Comings); "Adult Basic Education and Professional Development: Strangers for Too Long" (Bruce Wilson, Dickson Corbett); and "Current Research in Adult Learning and Literacy" (Jessica Mortensen). (MN)

ED 451 398 CE 081 557

Hodgson, Ann, Ed.
Policies, Politics and the Future of Lifelong Learning. The Future of Education from 14 Series.
PUB DATE- 00
NOTE- 210p.
LANGUAGE- English

answers policy questions pertaining to the following issues: (1) the feasibility of various strategies for supplementing income to assist low-wage workers in avoiding welfare dependency; (2) types of supports needed to help assist low-income families in securing and retaining employment; (3) services needed to help youth and children become self-sufficient adults (workforce development, child care, transportation, health care, mental health services, substance abuse services, and disability-related services, housing assistance, and domestic violence services); (4) actions states can take to help families find alternatives to welfare; and (5) federal funds available to support states' efforts to prevent welfare dependency. Pertinent research findings are presented along with profiles of two innovative national programs and innovative programs in California, Maryland, New York, and Ohio. Concluding the document are the addresses (including World Wide Web addresses, when available) of 7 resource contacts and sources for 38 pertinent publications. (MN)

ED 451 414   CE 081 594

Friedman, Pamela
Microenterprise Development: An Employment Option for Welfare Recipients.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; *Community Involvement; Educational Needs; Employment Opportunities; Employment Programs; Employment Qualifications; *Entrepreneurship; Federal Legislation; Financial Support; Innovation; Job Skills; Literature Reviews; Models; Personality Traits; *Public Policy; *Self Employment; *Small Businesses; Social Science Research; State Programs; *Welfare Recipients; Welfare Reform
IDENTIFIERS- Alabama; Arkansas; California; Illinois; Maryland; Massachusetts; *Microenterprises; Nebraska; New York; Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; *Welfare to Work Programs

This document examines microenterprise development as an employment option for Temporary Assistance for Needy Families (TANF) recipients. The document begins with a brief discussion of the feasibility of self-employment as an option for TANF recipients, particularly in a slow economy. The next section answers policy questions pertaining to the following issues: (1) ways state policies regarding TANF receipt influence microenterprise development; (2) funding sources available to support microenterprise development and training (TANF funds, maintenance-of-effort funds, federal welfare-to-work funds, community development block grant funds, and funds available from the Small Business Administration through the Program for Investment in Microentrepreneurs Act); (3) the kinds of businesses that are best suited to be operated as microenterprises; (4) ways localities can support the development of new enterprises; and (5) skills and training needed to successfully operate a small business (business management and administrative skills, entrepreneurial skills,

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Counseling Effectiveness; *Counseling Psychology; *Counselor Training; Doctoral Degrees; Higher Education; Masters Degrees; Outcomes of Treatment; *Professional Training; Research Needs
IDENTIFIERS- American Psychological Association

This document reviews both favorable and unfavorable evidence that relates training and experience to therapist behavior and therapy outcomes. It also discusses implications for the MA versus PhD/PsyD practitioner debate. At issue is the "value added" (if any) of the doctorate for clinical practitioners. This value added is examined for the recipients of psychological services as well as the benefit for practitioners. The data provide interesting comparisons between master's and doctoral graduates and practitioners. The current university training programs include an extensive and expensive system of training and education producing practitioners at the doctoral level that appear to compete with what is also produced at the master's level. There is not enough evidence to support the conclusion that doctoral-level psychologists are superior to master's graduates in most respects. Neither are there data suggesting that doctoral-level psychologists are warmer, more sensitive, or more empathic than lesser-trained folks. Research is still needed to determine whether the added training received through a doctoral program leads to researchers; scholars; or professors with stronger skills. (Contains 1 table and 38 references.) (ADT)

ED 451 434 CG 030 799

Hummel, Thomas J.; Lichtenberg, James W.
Predicting Categories of Improvement among Counseling Center Clients.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Counseling; *Counseling Effectiveness; Higher Education; Individual Characteristics; National Surveys; *Outcomes of Treatment; Predictor Variables; Student Personnel Services

In looking at whether clients will improve with counseling, counselors must first determine what kinds of outcomes are likely with certain clients. In order to make probabilistic statements about individual client outcomes, rather than about the more generalized outcome of counseling, a different approach is needed. Using data from counseling clients (N=1,811) who participated in a nationwide study of college and university counseling centers, an ordinal regression analysis was used to estimate the probabilities of four categories of client improvement using six independent variables. Four of these variables were found to be significant predictors of outcome in a previous study; two were included as a result of discussions about the previous study. Five of the variables were based on information that a counselor meeting a client for the first time would have available. The results show that previous experience as a client; readiness to change; level of symptomatic and interpersonal distress; pre-counseling clinical status; and the number of counseling sessions in which clients

(University of California at Davis); Robert E. Etheridge (Miami University); Anne E. Golseth (Ohlone College); John J. Koldus, III (Texas A&M University); James W. Lyons (Stanford University); Alice R. Manicur (Frostburg State University); James J. Rhatigan (Wichita State University); Robert H. Shaffer (Indiana University); William L. Thomas, Jr. (University of Maryland); Carol A. Wiggins (University of Connecticut); and George W. Young (Broward Community College). Appendix A is Interview Guide. (Contains 34 references.) (JDM)

ED 451 455 CG 030 830

Mace, Chris, Ed.; Moorey, Stirling, Ed.; Roberts, Bernard, Ed.
Evidence in the Psychological Therapies: A Critical Guide for Practitioners.
PUB DATE- 01
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Theories; Counselor Training; Psychological Services; *Psychotherapy; *Standards; *Theory Practice Relationship
IDENTIFIERS- Evidence Based Practice

Research is increasingly used as the benchmark of clinical quality and evidence-based practice is likely to determine standards for psychotherapists in the future. This book explains why psychotherapeutic services should be more evidenced-based, and presents the types of evidence thought to be most relevant to psychological therapies. The potential impact of evidence on practice is illustrated across a range of clinical settings and therapeutic models. It considers how evidence can be gathered for use with different practices, from behavioral therapies to psychoanalysis. The use of evidence in different therapeutic contexts is illustrated through discussion of: the place of hypotheses in the consulting room and how they are likely to differ in different treatment models; the relationships between qualitative and quantitative research and treatment; and the contributions evidence from audits makes to the improvement of clinical services. This information can help psychotherapists, counselors, and providers become better informed about the place for evidence-based approaches. It will also assist therapists in evaluating the promise and limitations of evidence-based practice for themselves. (Contains 2 tables, 7 figures, and 107 references.) (JDM)

ED 451 456 CG 030 831

Whitaker, Dorothy Stock
Using Groups To Help People. Second Edition.
PUB DATE- 01
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Counseling Theories; *Counselor Client Relationship; Counselors; *Group Dynamics; *Group Therapy;

Parental Involvement and Its Effects on Student Reading Achievement.
PUB DATE- 01
NOTE- 42p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Parent Participation; Parent Role; Parent School Relationship; Primary Education; Questionnaires; Reading Ability; *Reading Achievement

The purpose of this study was to determine if parental involvement had effects on student reading achievement. The parents of students in kindergarten through grade two were given a questionnaire to complete. The teachers in these grades were given a data form and a short questionnaire to complete on parental involvement and the levels of reading achievement of each child in their class. The results showed that kindergarten children scored in the average to above average range with much parental involvement, while for grades one and two, although there was parental involvement, they only scored in the average range. Students with above average or average scores had a large portion of parents who were involved in a variety of ways with the education of their children; those with below average achievement also showed low involvement of parents in educational activities. (Contains 44 references and a table of data. Appendixes contain the permission letter, questionnaire, and a data form.) (Author/RS)

ED 451 476 CS 014 288

MacFarlane, Lisa M.
Gender Differences in Reading Achievement and Early Literacy Experiences.
PUB DATE- 01
NOTE- 37p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Beginning Reading; *Emergent Literacy; *Middle School Students; *Parent Child Relationship; Parent Role; *Reading Achievement; *Sex Differences

The relationship between gender and reading achievement and gender and early literacy experiences was examined. It was hypothesized that gender differences do not exist in relation to reading achievement, but early literacy experiences do differ in relation to gender. Subjects were students in grades 6, 7, and 8. Results indicate that there are no significant differences in reading achievement in relation to gender at the middle school level. There are implications for family influences on literacy, where mothers are most involved in exposing children to literacy activities at an early age. (Contains 31 references and 2 tables of data. Appendixes contain a table of data and the questionnaire.) (Author/RS)

ED 451 477 CS 014 289

Henderson, Jacqueline
Incidental Vocabulary Acquisition: Learning New Vocabulary from Reading Silently and Listening to Stories Read Aloud.
PUB DATE- 01
NOTE- 49p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)

why so many American students are failed by the nation's educational systems. The speech cites data from the National Assessment of Educational Progress (NAEP) which finds that fewer than a third of the country's fourth graders can read proficiently at grade level. It also reports that the total average scores are flat, and that after decades of "business-as-usual school reform," too many of the nation's children still cannot read. The speech focuses on research-based reading instruction as a solution to these problems. It states that the National Reading Panel reached several conclusions about teaching reading: (1) teaching phonemic awareness to children significantly improves their reading; (2) understanding the relations between sounds and letters helps students from K-6th grade and children having difficulty learning to read; (3) fluent readers are able to read orally with speed, accuracy, and proper expression; (4) vocabulary development, background knowledge, text comprehension strategies are all critical to the development of reading comprehension; and (5) guided oral reading procedures that include guidance from teachers, peers, or parents have a significant and positive impact on word recognition, fluency, and comprehension. The paper explains that President Bush is committed to ensuring that every child can read by the third grade, and that his budget would create a $900 million Reading First initiative which will translate the research to classroom activities and to student performance. It also discusses Head Start and other early reading programs. (NKA)

ED 451 498 CS 014 360

Every Child Reading: A Professional Development Guide.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 00
NOTE- 48p.; A companion to "Every Child Reading: An Action Plan" (ED 429 082). Members of the Learning First Alliance are: American Association of Colleges for Teacher Education, American Association of School Administrators, American Federation of Teachers, Association for Supervision and Curriculum Development, Council of Chief State School Officers, Education Commission of the States, National Association of Elementary School Pricipals, National Association of Secondary School Principals, National Association of State Boards of Education, National Education Association, National PTA, and National School Boards Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Guidelines; Instructional Effectiveness; *Literacy; Primary Education; *Professional Development; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Teachers; *Teacher Role

Central in the discussion of school improvement is the belief, supported by research, that almost all students can learn to read and that much reading failure is preventable. For almost all students to become literate, even those who are challenging to teach, educators must apply their best understanding of effective professional development, such as the principles and practices recommended by the National Staff Development Council and the National Partnership for Excellence and Accountability in Teaching. This guide provides professional development guidelines on reading for teachers of the early elementary them: departing consultants wrote short essays entitled "Advice to the Future" which provided information on three or four ways to be successful in a lab. The paper presents an analysis of the consultants' comments, which were classified, often sentence by sentence. Data in the paper is organized into the following three areas: (1) What do these experienced consultants worry about the most? (2) What do they think new consultants should know? and (3) What "tutorese" can directors use in their own training? The paper concludes by stating that what was gleaned from the departing tutors' writings can be applied in the future: expanding training categories; focusing more on the affective side of tutoring; using the consultants' vernacular itself for its accuracy and poignancy. Attached are two "Advice" papers. (NKA)

ED 451 520 CS 217 486

Klassen, Rob
Writing in Early Adolescence: A Review of the Role of Self-Efficacy Beliefs.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). The appendices may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Intermediate Grades; Learning Disabilities; Literature Reviews; Predictor Variables; Secondary Education; *Self Efficacy; Sex Differences; *Student Attitudes; *Student Motivation; Writing Achievement; Writing Research

This review examines and summarizes 16 research studies examining the writing self-efficacy beliefs of 6th to 10th grade students. In the majority of the studies, self-efficacy was found to play a primary role in predicting student writing performance. Students with learning disabilities were found to over-estimate their ability to complete specific writing tasks. Several studies found gender differences, with boys rating their confidence higher than girls, although actual performance did not differ. Grade-level differences in perceived efficacy for writing were found in some studies, but not in others. Most studies emphasized that those working with young adolescents need to be aware of the importance of self-efficacy and other motivational beliefs in conjunction with academic functioning. Difficulties with specificity of self-efficacy measures, and with correspondence between measure and critical task were found in several studies. The article concludes with suggestions for future self-efficacy research. (Contains 58 references and 2 tables of data. Appendixes contain a summary of reviewed studies and a chart indicating specificity of self-efficacy measures and correspondence between self-efficacy measure and critical task.) (Author/RS)

ED 451 521 CS 217 488

Tynjala, Paivi
Writing as a Learning Tool.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080),Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Education; *Literature Appreciation; *Poetry; *Reading; Reading Attitudes; Reading Material Selection; *Reading Materials

Sharing poems that celebrate books and reading throughout the school year can foster enjoyment of poetry as well as appreciation for reading. A variety of easy to read poems exist that vary from old and new, long and short, free-flowing verse and rhymed verse, and for young children as well as older children. Such poems can be read at odd moments of the day or built into a resource for a thematic unit. These poems deal with such topics as males in a caregiver role, teacher as nurturer, reading and sensory details, books that open the imagination, reading to be informed, "reading is a trip," reading and recognition of self, and humor. (Contains 12 references and 54 sources for poems and poetry books.) (RS)

ED 451 542 CS 217 625

Smith, Carl B.
Spelling for Writing: A Guidebook for Parents and Teachers. Level 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 113p.; For the Level 1 Student Activity Book, see CS 217 626. For Levels 2-5 , see CS 217 627-632.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- English Instruction; *Grade 1; Primary Education; *Spelling; *Spelling Instruction; Word Lists; *Word Recognition; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- *Spelling Growth; *Spelling Patterns; Writing Contexts

Intended for parents and teachers, this guide provides all the information needed to lead a first-grade child through 30 lessons or 30 weeks of learning for a beginning speller. The guide helps the child to learn to identify common, logical spelling patterns; leads the child quickly to more complex words; and aids him or her in becoming a confident, independent speller and writer. The guide encourages children to write real-life messages. By doing this, children learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, and sending messages. The purpose of the guide is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing. The guide incorporates high-frequency words and builds on the logic found in English spelling patterns, an approach that gradually teaches children that there are many consistent principles they can use in their writing. The focus for Level 1 is on spelling patterns. (CR)

ED 451 543 CS 217 626

Wright, Reid
Spelling for Writing: Student Activity Book. Level 1.

which discusses: (1) the vehicle which was developed for gathering data and the method of implementation; (2) an overview of the general perceptions held by students before beginning the collaborative project; (3) the shifts indicated by the descriptive data; and (4) observations based on these indicators. The paper explains that the survey itself consists of 11 pairs of prompts that ask students to indicate the responses that most closely represent their attitudes/beliefs about three types of institutions of higher education: 2-year public, 4-year public, and 4-year private. It states that the pre-project surveys were first distributed to the students on the day the essay assignment was introduced along with a brief explanation of purpose; the post-project survey was distributed two or three weeks after concluding the project. The paper reports the results and discusses them in detail; the Institutional Perceptions Questionnaire is attached. (NKA)

ED 451 565 CS 510 533

Legg, Raymond E.
Crossing Institutional Boundaries: Making Audience Real.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001). For other papers from the Collaborative project, see CS 510 531-34.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Educational Cooperation; *Electronic Mail; *Essays; *Freshman Composition; Higher Education; *Student Reaction
IDENTIFIERS- Columbia State Community College TN; Middle Tennessee State University

This paper is part of a larger project which explored the impact of writing across institutional boundaries via e-mail on freshman students enrolled in several schools and universities located in Tennessee--Bryan College, Columbia State Community College, and Middle Tennessee State University. The paper explains that in addition to their regular peer groups, for this project, the students were also assigned to electronic peer groups, and rather than meeting for face-to-face reading of essays, students had to e-mail their essays to members of their group and respond to the essays of their peers by reply message. The paper reports the findings regarding the manner in which this process affected student perceptions of each other and themselves over the course of the project. It includes the students' comments and remarks on their experiences during the project. The paper states that requiring students to write across institutional boundaries to enhance audience awareness was, in the opinion of the project collaborators, a success. It cites agreement among the writing instructors guiding the project that audience adaptation is one of the most sophisticated aspects of effective writing and the hardest to learn--they were pleased to see evidence of that adaptation in their students' writing. (NKA)

ED 451 566 CS 510 534

Lumpkins, Julie
Crossing Institutional Boundaries: Writing Strengths and Weaknesses.

NOTE- 91p.; For a related report, "Education at a Crossroads: What Works and What's Wasted in Education Today" issued by the House Subcommittee on Oversight and Investigations in 1998, see ED 431 238.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Needs; *Educational Practices; Elementary Secondary Education; *Excellence in Education; National Surveys; Program Evaluation; Summative Evaluation

This report presents the compilation of information gathered from hearings and oversight activities held in 1999 and 2000. Its primary focus is on the underlying policies behind success in education at all levels of government: policies that put student performance first. It offers the troubling news that for the first time since the National Assessment of Educational Progress began measuring academic achievement 30 years ago, an entire decade passed without significant and substantial gains. During the 1990s, achievement leveled off in most grades and subject areas and achievement gaps have not narrowed despite intensive federal efforts to target funds to disadvantaged students. In fact, for the last 12 years, most achievement gaps have been widening, and the gains made during the 1970s and 1980s were lost. The text argues that the current federal role does not reward results and that many federal education dollars were devoted to unproven programs. The report suggests that schools and districts be given more flexibility in the use of federal funds, that the amount of regulation in running the schools be lessened, that parents be empowered, that everyone is afforded access to a high-quality education, and that the money spent at the Department of Education is done so with integrity. (RJM)

ED 451 586 EA 030 903

Thompson, Patricia J.
The "Body Domestic" and the "Body Politic": Education and Advocacy.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; Educational Research; *Educational Theories; Higher Education; *Home Economics; *Home Economics Education; Teaching Methods
IDENTIFIERS- Greek Mythology

This paper offers a new consideration of the "body domestic" and the "body politic" in educational issues. It proposes that these entities be developed as complementary, rather than oppositional, theoretical categories to explain the historical development of, and contemporary issues in, family and consumer sciences (home economics). The text claims that the familial and the political can be conceptualized as systems that maintain a constant interdependent relationship to each other, thus opening up possibilities for consistent comparisons. It draws on Greek mythology to elaborate these possibilities. Hestia, the goddess of the hearth, is used as a feminist paradigm to examine how best to frame education for the familial/domestic sphere, whereas Hermes represents the male-

and against increased parental choice. It describes how choice actually takes place--including when the choice takes place, who has the final say, how many schools are considered, and which choice criteria are reported. One of the basic premises of the book is that the full effect of reforms in education policy cannot be seen for at least a generation. To understand some of the longer term implications of competition between schools, the work therefore includes a range of fee-paying schools that are competing in a very volatile localized market in South Wales. Findings are partly based on a survey, with over 1,000 variables gathered from 1,300 respondents using 33 different schools. A key finding is that parental choice of school does not work in South Wales. A recent study of the process of secondary school choice in 700 families using 33 schools concludes that the current market in state schools, supposedly based on rational choice and diversity of provision, will neither improve educational standards nor decrease social stratification. (DFR)

ED 451 607 EA 030 951

Dunklee, Dennis R.
If You Want To Lead, Not Just Manage: A Primer for Principals.
PUB DATE- 00
NOTE- 171p.; Foreword by Gerald W. Bracey.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Accountability; *Administrative Organization; *Educational Environment; Elementary Secondary Education; *Leadership; Organizational Development; *Principals; Public Schools; *School Administration; *School Culture; School Organization

This book is premised on the conviction that being a successful principal is more than being a good manager. Becoming an effective school leader means understanding the culture as well as acquiring the technical skills. The book discusses the personalities and value systems that school leaders need to succeed. It is designed for first-year administrators and graduate students who will find it a gauge in determining what it takes to become a successful principal. In the textbook world, schools and school districts are described as a culture that places high value on, and supports and enhances, openness, high trust, caring, and sharing. It is a culture that strives for consensus but supports and values differences, and that advocates human growth and development. However, in the real world of schools and school districts, principals may eventually achieve the textbook definition, but they will have to earn and maintain that right. This book is designed to help the reader find the starting line to becoming an effective principal. It is designed to teach prospective and current administrators how to lead rather than just apply technical skills. Key issues include matching one's personality with the role of principal; navigating the school culture successfully; changing the organization without alienating the culture; and marketing oneself as well as the school. (Contains 16 pages of references.) (DFR)

ED 451 608 EA 030 952

Bowman, Diana; Williams, Jean

Appendices include a checklist for development of local special needs policies and a special needs profile. (CR)

ED 451 629 EC 308 311

Handbook for the Identification and Review of Students with Severe Disabilities.
PUB DATE- 00
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Autism; Blindness; Case Studies; Deafness; Disability Identification; Elementary Secondary Education; *Eligibility; Emotional Disturbances; Foreign Countries; *Individualized Education Programs; Physical Disabilities; *Severe Disabilities; *Special Education; *Student Characteristics; Student Evaluation; Student Needs; Student Records; Symptoms (Individual Disorders)
IDENTIFIERS- Alberta

This manual provides information on the identification and evaluation of students with severe disabilities. The first section provides general information related to funding for students with severe disabilities, the funding process, eligibility, types of support, the Individualized Program Plan, and student evaluation. Section 2 provides case studies of students with severe mental disability, severe emotional/behavioral disability, severe physical or medical disability, autism, deafness, and blindness. Case studies illustrate characteristics of students with these disabilities, provide questions and answers addressing eligibility for special services, and include a sample student review form. The questions and answers also discuss documentation required for eligibility, supports and services required, therapeutic services, how the student's program plan should be individualized to address the specific disability, and other supporting documentation relevant to the condition. The final section of the handbook includes appendices that provide sample student review forms, behavioral assessment reports, Individualized Program Plans and a sample occupational therapy report, a physical therapy assessment report, and a speech-language progress report. A list of teacher resources is also provided. (CR)

ED 451 630 EC 308 312

Bourgeois, Jennie; Treubig, Kathy
A Nuts and Bolts Guide to College Success for Deaf and Hard of Hearing Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 168p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; *College Preparation; College Students; Coping; *Deafness; Federal Legislation; *Hearing Impairments; Higher

*School Orientation; Self Esteem; Stress Management; Student Adjustment; Student School Relationship; Study Skills; Time Management

This curriculum guide offers a broad range of activities for a one-semester college freshman orientation course covering topics chosen based on research findings and a survey of vocational rehabilitation counselors and college instructors who teach deaf and hard of hearing students. Instructional activities stress "active doing" rather than reading or listening. The curriculum covers nine major topics: (1) the college structure, rules and resources; (2) time management; (3) study and test taking skills; (4) stress management; (5) self-esteem; (6) healthy lifestyles; (7) personal finances; (8) diversity; and (9) leadership. For each topical area, a general purpose is stated, then resources are identified, and specific instructional activities are described. Attached supplements include a sample syllabus, suggested involvement activities, a list of benefits and goals of a college education, and a student evaluation form. (DB)

ED 451 649 EC 308 332

Davis, Cheryl D.
You Don't Know What You've Been Missing! Alerting and Signaling Devices.
SPONS. AGENCY- Western Region Outreach Center and Consortia, Northridge, CA.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Communication Aids (for Disabled); Deaf Blind; *Deafness; Equipment; *Hearing Impairments; Safety; Telephone Communications Systems

This publication describes assistive devices to help convert auditory signals to signals that are accessible to persons who are hard of hearing, deaf, or deaf-blind. Introductory material describes the four regional centers making up the Postsecondary Education Programs Network. Each descriptive page includes photographs and prices as well as examples of uses of particular devices. Descriptions cover telephones, door announcers, timers, alarm clocks, remote devices, hearing dogs, and automobiles. Some of the specific items described are flashing lights (for ringing telephones), telephone jacksplits, the doorbell, timers, alarm clocks, smoke alarms, crib monitors, door announcers, audio alarms, motion sensors, personal receivers, Web sites for information on hearing dogs, automobile emergency vehicle alert, turn signals, mirrors, and mobility reimbursement programs. Other information includes guidelines for evaluating one's needs, alternative sources, and relevant statutes. Further information including detailed contact information for the Northwest Outreach Center completes the publication. (DB)

ED 451 650 EC 308 333

Gersten, Russell; Williams, Joanna P.; Fuchs, Lynn; Baker, Scott; Koppenhaver, David; Spadorcia, Stephanie; Harrison, Melody
Improving Reading Comprehension for Children with Disabilities: A Review of Research. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

Bright Futures for Exceptional Learners: An Agenda To Achieve Quality Conditions for Teaching & Learning.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Educational Change; Educational Improvement; Educational Needs; Educational Quality; Elementary Secondary Education; Needs Assessment; Regular and Special Education Relationship; *Special Education; Special Education Teachers
IDENTIFIERS- *Council for Exceptional Children

This document presents the conclusions of a Council for Exceptional Children commission that identified barriers to high-quality special education and proposed an action agenda. The commission identified eight issues underlying high teacher attrition rates: (1) ambiguous and competing responsibilities; (2) overwhelming paperwork; (3) inadequate district and administrative support; (4) significant teacher isolation; (5) insufficient focus on improved student outcomes; (6) increased demand for well-qualified special educators; (7) poorly prepared new general and special educators; and (8) fragmented state and provincial licensing systems. Eight recommendations comprise the action agenda: (1) define the roles of special and general educators relative to students with exceptionalities; (2) create the context for high quality practice; (3) leverage time with technology tools and clerical supports to reduce the paperwork burden; (4) standardize decision-making processes; (5) create a career continuum in special education; (6) recruit and prepare sufficient qualified diverse special educators to fill the demand; (7) develop cohesive professional licensure systems; and (8) provide systems supports. Also included are specific recommendations for the following groups: special education teachers, businesses, federal agencies, parents, professional associations, state and provincial agencies, teacher preparation programs, school administrators, and school districts/boards. (DB)

ED 451 669 EC 308 354

Labon, Don
Inclusive Education at Work: Students with Disabilities in Mainstream Schools.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 373p.; Text was prepared with Peter Evans.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Case Studies; *Comparative Education; Curriculum Development; Delivery Systems; *Disabilities; Elementary Secondary Education; Financial Support; Foreign Countries; *Inclusive Schools; Paraprofessional School Personnel; Parent Participation; Services; Student Evaluation; Surveys; Teacher Education; Teacher Student Ratio
IDENTIFIERS- Australia; Canada; Denmark; Germany; Iceland; Italy; Related Services; United Kingdom; United States

This report details a study of how inclusive practices for students with disabilities are being developed and implemented in eight countries: Australia, Canada, Denmark, Germany, include detailed information about which features require close inspection and PM. The appendix contains technical reference data helpful in planning and performing PM tasks, including useful resources to contact for facility and school-related information, publications, and products. (GR)

ED 451 689   EF 005 893

Making Current Trends in School Design Feasible.
PUB DATE- 00
NOTE- 55p.; With assistance from LuAnn Bryan, Susan Chapin, Barbara Collier, David Edwards, Bill Mullin, Larry Philpott, Steve Taynton, and Ken Testa.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Public Schools; School Construction
IDENTIFIERS- *North Carolina; *Smart Schools

This report describes new and innovative approaches to school facilities as they relate to their communities by exploring the trends towards smaller schools, presenting the pros and cons of smaller schools, and examining the solutions and strategies in smart growth planning. The report addresses the following questions: if school leaders, communities and other groups elect to pursue a goal of building smaller schools, what factors should be considered? if small schools are usually more expensive to construct and operate, how can we improve the economics of constructing and operating them? and how and who should be involved in planning them? Concluding sections contain links and references where stakeholders can obtain in-depth material on these subjects. (Contains 60 references.) (GR)

ED 451 690   EF 005 894

Guide to School Renovation and Construction: What You Need To Know To Protect Child and Adult Environmental Health.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; *Educational Facilities Improvement; Elementary Secondary Education; *Guidelines; *Health Conditions; Public Schools; *School Construction
IDENTIFIERS- New York

This guide presents cautionary tips for protecting children's health during school renovation and construction projects, the New York state laws regarding school renovation and construction, and the steps the laws require to eliminate dangerous conditions for children during these projects. Included is a checklist of uniform safety standards during school renovations and construction and several examples illustrating the negative outcomes when districts renovated or constructed their schools without regard to the effects on children's and adults' health. Selected resources for additional information are provided. (GR) sociological perspectives: structural functionalism and conflict theory. First, from the structuralist-functionalist perspective, it is argued that mother-tongue education (using Chinese) should be promoted in all schools because it can improve students' academic performance and interest. Second, from the conflict theory perspective, it is argued that the decision to allow 100 schools to keep teaching in English would perpetuate social inequality in Hong Kong society. It is concluded, therefore, that all secondary education in Hong Kong should be conducted in Chinese. (Contains 18 references.) (KFT)

ED 451 713 FL 026 645

Shih, Yu-Chih Doris; Cifuentes, Lauren
Online ESL Learning: An Authentic Contact.
PUB DATE- 00
NOTE- 10p.; Paper presented at the International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (8th, Taipei, Taiwan, November 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Uses in Education; *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; Internet; Learning Strategies; Preservice Teachers; Second Language Instruction; Second Language Learning; Student Attitudes; Student Motivation; World Wide Web
IDENTIFIERS- Taiwan

As international communication becomes faster, cheaper, and ever more ubiquitous, learning through online technologies is more available. In a telecommunications project between U.S. pre-service teachers and Taiwanese English-as-a-Second-Language (ESL) learners, Taiwanese students practiced English and discussed cultural information with U.S. partners who served as tutors. Data revealed that Taiwanese ESL learners perceived online learning of the English language and American culture to be valuable for its authenticity. Instructions on intercultural communications were found to be necessary prior to the connection in order to help eliminate misunderstandings between participants of the two countries. The success of online learning depended on several factors such as participants' motivation and attitudes, technology, preparation, and support services. Furthermore, Taiwanese learners who had successful experiences applied 10 strategies to ESL learning. These strategies were employed during a circular process of online learning. (Contains 37 references.) (Author/KFT)

ED 451 714 FL 026 651

Boswell, Freddy
The Genres of "Shouted Speech" in Cheke Holo.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Traits; *Language Styles; *Malayo Polynesian Languages; Phonology; Second Language Instruction; Second Language Learning; *Sociolinguistics; *Speech Acts; Uncommonly Taught Languages

Needs To Know" (Tinnie A. Banks); (9) "Management of Adjunct Faculty on Branch and Off-Campus Sites" (Jo Lynn DiGranes and Swen DiGranes); (10) "Evaluation of Adjunct Faculty in a Process for Effectiveness" (Sharon L. Stoops); and (11) "Maintaining Quality in Higher Education Institutions" (Albert Smith, Bonita Butner, Brent Cejda, and John Murray). (Each chapter contains references.) (SLD)

ED 451 736   HE 033 858

Davis, Michael
Ethics and the University. Professional Ethics Series.
PUB DATE- 99
NOTE- 267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Educational Practices; *Ethical Instruction; *Ethics; Higher Education; *Intellectual Freedom; Sexuality; *Teaching Methods

This book brings together the closely related topics of the practice of ethics in the university, "academic ethics," and the teaching of practical, or applied, ethics in the university. The volume considers practical ethics, research ethics, the teaching of ethics, and sexual ethics as related to the university. The chapters are: (1) "The Ethics Boom, Philosophy, and the University"; (2) "Academic Freedom, Academic Ethics, and Professorial Ethics"; (3) "The New World of Research Ethics: A Preliminary Map"; (4) "Science: After Such Knowledge, What Responsibility?"; (5) "University Research and the Wages of Commerce"; (6) "Of Babbage and Kings: A Study of a Plagiarism Complaint"; (7) "Ethics across the Curriculum"; (8) "Case Method"; (9) "A Moral Problem in the Teaching of Practical Ethics"; and (10) "Sex and the University." (Contains 190 references.) (SLD)

ED 451 737   HE 033 859

Caplow, Theodore; McGee, Reece J.
The Academic Marketplace. Higher Education Labor Studies.
PUB DATE- 01
NOTE- 262p.; Foreword by Jacques Barzun. "With a new introduction by the authors." Originally published in 1958.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; Higher Education; *Labor Market; *Personnel Selection; Teacher Supply and Demand; *Teaching (Occupation)

After 40 years, this new edition revisits a study of the academic labor market. Much has changed since 1958, but the essential commodity of the academic marketplace is still prestige. Faculty hiring and governance may be more democratic today, but the study still has more than historical interest. The chapters are: (1) "The Background"; (2) "The Problem and the Method"; (3) "How The Vacancies Occur"; (4) "How Performance Is Evaluated"; (5) "The Strategy of the Department"; (6) "Procedures of Recruitment"; (7) "Patterns of Choice"; (8) "Selecting the Replacement"; (9) "Academic Government and the Personnel Process"; (10) "Current Trends in the Marketplace";

access to education and student diversity, the Committee of Access and Diversity of the Illinois Board of Higher Education conducted hearings, organized focus groups, and consulted with state and national experts to study access and diversity issues. At 5 hearings 90 individuals presented nearly 13 hours of testimony, and another 9 people submitted only written testimony. Three focus groups then explored student needs. Findings show that the proportion of people going to college has risen dramatically in Illinois. About 80% of high school graduates will take college courses at some time in their lives. Although there have been increases in the rate of college participation, enrollment has remained relatively stable because of a decline in the college-age population. As more baby boomer children reach college age and more adults return to college, enrollment at Illinois colleges and universities will rise. Substantial barriers still limit access and success. These are related to precollege preparation, student costs, accessibility of resources and services, and limited English literacy. Some major policy goals are outlined: (1) expand the scope of policies and mechanisms that address access needs; (2) address the access needs of all students more fully; (3) evaluate and demonstrate how diversity promotes learning in higher education; (4) strengthen statewide efforts to support institutional diversity; and (5) expand outreach efforts to precollegiate students to promote diversity. (Contains 6 tables and 51 references.) (SLD)

ED 451 759   HE 033 887

Redd, Kenneth E.
Why Do Students Borrow So Much? Recent National Trends in Student Loan Debt. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Students; *Debt (Financial); Educational Trends; Higher Education; *Loan Repayment; Paying for College; *Student Loan Programs
IDENTIFIERS- ERIC Digests

College students are leaving their higher education institutions with more educational loan debt than ever before. From academic year 1994-1997 to 1999-2000, the amount postsecondary education students borrowed through federal student loan programs jumped from $24 billion to $33.7 billion, and total debt for borrowers who received master's and other advanced degrees more than doubled. Recent data reveal that much of the increased borrowing occurred because of the expansions of the loan programs rather than growth in college costs. Many new borrowers come from middle and upper income families, and most undergraduate borrowers do not appear to have been adversely affected by their added indebtedness. Several possible reasons have been identified for the increase in the growth of student loans. Increases in federal grant aid have not kept pace with rising costs, and students' financial needs have increased as educational costs have risen. Increases in loan limits and the ease of borrowing have allowed more students to receive loans. This last reason appears to have contributed substantially to the growth in student loans. Most undergraduate loan recipients

(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Cultural Awareness; Curriculum; *Global Approach; *Higher Education; *International Education; Second Language Learning; *Study Abroad

This report presents an overview of international education at U.S. colleges and universities. It reviews both published and unpublished accounts of curricular and co-curricular undergraduate internationalization. The data suggest that in spite of an apparent national interest in international education, relatively few undergraduates gain international or intercultural competence in college. Foreign language enrollments have declined significantly over the past 40 years, with only 48% of students signing up for any foreign language course during their degree programs, and few attaining even an elementary level of competence. National numbers of students participating in study abroad are low, at about 0.8% of total enrollment per year, and 3% of students during their undergraduate studies. Research suggests that there is a great need for internationalism in curricula, and that the levels of international awareness among postsecondary students are low. Federal funding for almost all postsecondary international areas has declined over the last decade. Data about student attitudes and experiences are lacking, but it appears that U.S. colleges and students regard international academic activity as less important than do their foreign counterparts. The review suggests that the United States has not improved its low levels of participation in international education since the assessment by the American Council on Education in 1986-1987. (Contains 7 tables, 5 figures, and 103 endnotes.) (SLD)

ED 451 780   HE 033 908

Indicators of Employment. Report.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Graduates; *Employment Patterns; Foreign Countries; Higher Education; *Outcomes of Education; Performance Factors
IDENTIFIERS- *Educational Indicators; *England

This document contains the first set of performance indicators about the employment outcomes of higher education in England. Indicators for other areas had previously been developed, and the Chancellor of the Exchequer requested that indicators showing performance outcomes be developed. The only data available for such an indicator were found to be unsuitable, and it was agreed that the survey used, the First Destination Return, should be amended. Amendments were made for the survey of students graduating in the 1999-2000 academic year, and it is this information that bas been used to provide the indicators in this document. This initial publication only covers graduates qualifying with first degrees who have studied full-time. Two indicators of employment outcomes have been produced. The first expresses the number of graduates who say they are in employment or in further study or training as a percentage of all those who are employed, studying, or unemployed. The second indicator only includes graduates who say they are employed or seeking employment. The indicator is the percentage of this group who are in employment. These indicators and their benchmarks are designed to show how successful graduates from an institution are at obtaining liberal arts curriculum, identified in the literature and through the comments of chief executive officers of liberal arts institutions. Findings indicate that professional majors dominate LAII institutions, However, the general education program at both LAI and LAII institutions appears to be the primary means of accomplishing attributes related to the formal curriculum of a liberal arts college. (Contains 35 references.) (SLD)

ED 451 800 HE 033 930

Alvarez, Marino C.
A Professor and His Students Share Their Thoughts, Questions and Feelings.
SPONS. AGENCY- Tennessee State Univ., Nashville.; National Aeronautics and Space Administration, Washington, DC.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *College Faculty; *Electronic Mail; *Feedback; Higher Education; *Teacher Student Relationship; *Undergraduate Students

This action research study focused on electronic exchanges initiated by students who were asked to reflect and enter narratives that expressed their thoughts, feelings, and questions. The study was conducted through a systematic recursive cycle of identifying the idea or problem area, studying it by gathering data, and reflecting on the data in order to make teaching and learning decisions grounded in the evidence. The purpose of the study was to determine how submissions with feedback in electronic journals kept by students affected the teaching and learning process for six undergraduate students in a teaching methods course. Through the electronic exchanges, ideas were shared, negotiated, and continued beyond the classroom. The exchanges helped the student and the professor to negotiate the curriculum in ways that traditional lecture and college teaching does not. An appendix contains a chart of the professor/student interactions. (Contains 12 references.) (SLD)

ED 451 801 HE 033 931

Borthwick, Arlene C.; Stirling, Terry; Nauman, April D.; Bishop, Grace; Mayer, Nancy J.
Understanding Successful School-University Collaboration: Drawing Conclusions through Focus Groups.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; Focus Groups; *Higher Education; *Partnerships in Education; Q Methodology
IDENTIFIERS- *Chicago Public Schools IL

In research begun in 1999, participant perceptions of the

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Disadvantaged Youth; Educational Finance; Higher Education; *Paying for College; Scholarships; *Student Financial Aid; *Tax Credits
IDENTIFIERS- *Hope Scholarship Program

This study examined the impact of the HOPE Scholarship Program through the lens of several key players in the higher education financing process: students and their families; colleges and universities; the states; federal higher education policy; and federal tax policy. The HOPE Scholarship is a tax credit that allows taxpayers to reduce their tax liability by the amount of the credit, which is 100% of the first $1,000 of tuition and related college fees and 50% of the next $1,000, or $1,500 of the first $2,000 of qualifying tuition paid. Students, parents, or spouses may be eligible to take the credit when various tests are met. Data from various sources show that, contrary to the rhetoric of the Clinton administration when the Hope Scholarship was enacted, it does not increase enrollments in higher education of those who are qualified but would not otherwise attend. By its terms and its structure, the HOPE Scholarship does not really benefit students from low-income families. It is not refundable, and deducts tax-free educational assistance from the tuition and fees that count for HOPE Scholarship purposes, and it considers only tuition and fees among all educational costs. The HOPE Scholarship is not available at the time that higher education bills must be paid, and it increases the complexity of financial aid for higher education faced by students and their families. The HOPE Scholarship is not justified by either of the two basic rationales for federal support of students in higher education as it neither increases the enrollment of those who would not otherwise attend nor contributes to making the United States a more fair and equitable society. (Contains 71 references.) (SLD)

ED 451 820 HE 033 950

Belle-Isle, Louis Phillip
Curriculum Development Guide Based on a Technical Program.
PUB DATE- 00
NOTE- 73p.; Published by Breath-by-Breath.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anesthesiology; Competence; Course Content; *Curriculum Development; Foreign Countries; Higher Education; Job Analysis; *Job Skills; *Program Development; *Technical Education
IDENTIFIERS- Quebec; *Vanier College (Canada)

This "Guide" is intended for educators who have been mandated to develop or modify an educational program's curriculum. The guide presupposes the formulation of an exit-profile and focuses exclusively on activities after the exit-profile has been developed. The development of a curriculum is based on an exit-profile that mirrors the entry-level competencies of the profession to increase the likelihood that graduate abilities will match employer expectations. The guide is divided into a section intended to serve as a formal introduction to the program and a section on curriculum development, which is a series of steps beginning with translating the exit-profile competencies into learning activities and moving through the formulation of a program grid and the composition of course schedule for program reviews over the next three years. Appendix B includes results of a follow-up survey of 1995-96 graduates, including assessment of educational satisfaction, current employment levels, and current student status. (PGS)

ED 451 841 JC 010 271

Howell, Cynthia Lake
Facilitating Responsibility for Learning in Adult Community College Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Adult Students; *Community Colleges; Learning Strategies; *Nontraditional Students; Teacher Role; *Teaching Methods; *Two Year College Students; Two Year Colleges

This digest discusses adult students in community colleges, focusing on their learning expectations and needs. In 1997, nearly a third of community college students were age 30 or older. Adult students often have realistic, practical goals for their education and bring valuable life experience to the community college classroom. However, adults attending community colleges for the first time are sometimes inadequately prepared both academically and psychologically for what college-level learning will entail. According to one of the most widely known models of instruction for adult learners, Knowles' (1984) Model of Andragogy, five factors are significant in helping adults learn: (1) movement from dependent to independent, self-directed learning; (2) a growing reservoir of experience as a resource for learning; (3) a readiness to learn related to social roles; (4) immediacy of application replacing future application; and (5) internal rather than external motivation. This article also discusses Beane's (1997) conditioned learning styles--avoidance, dependent, and competitive--as barriers to traditional methods of teaching. Also in relation to instruction, Lawler's (1991) nine principles of facilitating learner-centered education are presented, including: (1) creating a physical and social climate of respect; (2) encouraging collaborative modes of learning; and (3) generating a participative learning environment. Contains 11 references. (JA)

ED 451 842 JC 010 272

Valencia Community College Educational Technology Plan, 2000-2004.
PUB DATE- 00
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; Community Colleges; Educational Improvement; *Educational Technology; *Institutional Mission; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Valencia Community College FL

The purpose of the Educational Technology Plan is to provide a collaborative framework to address the institutional assessment, prioritization, implementation, and resource allocation associated with technology issues at Valencia Community College (Florida). The plan has been integrated with the college's Comprehensive Strategic Plan goals and objectives so that it reflects and supports the overall strategic objectives and mission of the college. Common goals include: (1) increasing students' performance and success at the next level of education, in the marketplace, and in life through educational excellence in curriculum development, teaching, and learning; (2) increasing students' success through a continuous professional enhancement program that results in improved scholarship, effective us of technologies, and quality programs and services; (3) increasing students' postsecondary transition, retention, progress, and completion through a developmental advising process that ensures students establish measurable objectives; (4) increasing students' completion of their programs through significant improvement in the college's planning, management, and evaluation processes, its facilities, operations, and support services, and its information technologies; and (5) increasing students' performance and success by acquiring public and private funding to implement necessary programs. Valencia is moving from an administrative focused, mainframe-based technology environment to one that is both student and learning-focused and is based on client-server and Internet technologies. The Education Technology Plan supports this transition and recognizes the need for additional focus and support of academic technologies. (JA)

ED 451 843   JC 010 273

State Board for Community Colleges Strategic Plan, 2000-2002 and Beyond.
PUB DATE- 00
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Administration; *Community Colleges; *Educational Improvement; *Institutional Mission; Organizational Objectives; *Self Evaluation (Groups); *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

This report presents the major accomplishments, opportunities, and challenges identified in Virginia Community College System's (VCCS) strategic assessment, as well as goals that address critical issues for the college system. The mission of the VCCS is to provide comprehensive higher education and workforce training programs and services of superior quality that are financially and geographically accessible and that meet individual, business, and community needs of the Commonwealth. The following goals address critical issues for the VCCS and are developed in detail in the report: (1) to advance Virginia's workforce through policies and world-class programs and services focusing on employee and business development and technology deployment; (2) to integrate technology into instruction, services, and administration; (3) to ensure access for all citizens; (4) to monitor and promote institutional effectiveness and assessment; (5) to deliver cost-effective education that is continuously improving; (6) to improve facilities planning and development, providing technologically up-to-date and safe campus environments; (7) to promote greater awareness of educational opportunities, IDENTIFIERS- American Association of Community Colleges; Microsoft Corporation

Working Connections is a program resulting from a partnership between the American Association of Community Colleges (AACC) and the Microsoft Corporation. The program was designed to help increase the number of skilled information technology (IT) workers by providing focused training in IT careers. Since 1998, AACC and Microsoft have awarded cash grants, software, and technical assistance to 63 community colleges to help them create and enhance their IT training programs. Working Connections has four primary objectives: (1) business/industry outreach--to create strong relationships with local businesses and industry and tailor programs to meet their needs; (2) IT curriculum development--to develop or strengthen IT program content through certificates and associate degree programs; (3) workforce development--to deliver quality IT education and training, with a special focus on attracting people from disadvantaged populations; and (4) faculty/staff development--to increase community college faculty and staff expertise in IT. Proposed plans of the new recipients are highlighted. Recipients include: Bristol Community College (Massachusetts), Fashion Institute of Technology (New York), Ilisagvik College (Alaska), Kentucky Community and Technical College System, St. Petersburg Junior College (Florida), San Diego City College (California), Southwest Virginia Community College, and Southwestern Oregon Community College. Past recipients are also listed, with contact information for each institution. (CJW)

ED 451 864 JC 010 301

Texas Public Community and Technical Colleges 2000 Statewide Factbook.
PUB DATE- 00
NOTE- 419p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; College Faculty; *Community Colleges; Educational Finance; *Enrollment Trends; *Institutional Characteristics; Job Placement; Profiles; *Public Colleges; Remedial Instruction; State Norms; State Surveys; *Student Characteristics; Student Employment; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Texas

This statewide fact book contains general statistical information about public community and technical colleges in Texas. Each section of the report begins with a statewide summary, which generally includes graphical representation of observations. Following the statewide summary in each section, detailed institutional information is presented in tabular form. Sections include: (1) annual enrollment; (2) fall enrollment; (3) first-time-in-college (FTIC) enrollment; (4) remediation; (5) FTIC cohort tracking analysis; (6) transfer and retention; (7) placement data; (8) contact hours/semester credit hours; (9) degrees/certificates awarded; (10) faculty and staff; (11) financial data and service area population; and (12) an appendix containing explanatory notes. Enrollment sections describe enrollment trends as well as recent enrollment figures by academic majors, gender, ethnicity, tuition status, and special populations. Sections on remediation, transfer and retention, placement, faculty and staff, and financial data and service area population refer to 1998-99 data. Overall findings include: (1) the statewide majority of student enrollments are White (56%), with Hispanics accounting for 25% and Blacks 12%

PUB DATE- 00
NOTE- 132p.; Doctor of Philosophy in Education Dissertation, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Articulation (Education); Associate Degrees; *Classification; *College Curriculum; *Community Colleges; Distance Education; Enrollment; Ethnic Studies; *Institutional Characteristics; Liberal Arts; Remedial Programs; *School Size; Social Studies; Two Year Colleges

This document proposes a revision of the Carnegie Classification of Higher Education Institutions in its classification of Associate of Arts colleges with reliance on readily available data. Based on the findings of a nationwide study of community college curriculum, the document outlines a new classification system developed according to curricular characteristics and their association with other institutional characteristics. The paper reviews and tests thirteen different classification models for accuracy in classifying community colleges, including the following characteristics as proxies for the percentage of the curriculum in liberal arts: institutional size, the percentage of English courses in the curriculum, and the percentage of expenditures devoted to instruction. Findings from these tests show that the most accurate classification system is based on the percentage of English course offerings. The emerging classification system is comprised of the following six categories: (1) small, occupational colleges; (2) small, liberal arts colleges; (3) medium, occupational colleges; (4) medium, liberal arts colleges; (5) large, occupational colleges; (6) large, liberal arts colleges. However, using readily available data, institutional size provides the most accurate classification of colleges. In this classification scheme, only two categories emerge: (1) large, liberal arts colleges; and (2) medium and small colleges of mixed curricular emphases. (Contains 35 references.) (KS)

ED 451 885 PS 027 563

Hess, Laura E.; Graff, Jennifer M.
Children's Safety at School: Ecological and Social Support Factors.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Safety; Comparative Analysis; Context Effect; *Ecological Factors; Elementary Education; *Elementary School Students; *School Safety; Social Support Groups; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Protective Factors; Risk Factors; Victimization

The present study examined features of the school ecology and social support as risk and protective factors in students' safety at school among 73 third- through fifth-grade students. Students' perceptions of safety in several contexts within schools were assessed. Student, peer, and teacher perceptions of victimization were contrasted. In addition, social support from parents, teachers, friends, and classmates, as well as perceptions of support from others with regard to victimization in particular and students' safety at school were examined.

interests, and readiness levels. The goal of the book is to help teachers determine what differentiated instruction is, why it is appropriate for all learners, how to begin to plan for it, and how to become comfortable enough with student differences to make school comfortable for each learner. Numerous practical examples assist teachers to use instructional strategies such as curriculum compacting, entry points, graphic organizers, contracts, and portfolios. The chapters are: (1) "What Differentiated Instruction Is--And Isn't"; (2) "The Rationale for Differentiated Instruction in Mixed-Ability Classrooms"; (3) "The Role of the Teacher in a Differentiated Classroom"; (4) "The Learning Environment in a Differentiated Classroom"; (5) "A Look Inside Some Differentiated Classrooms"; (6) "Strategies for Managing a Differentiated Classroom"; (7) "Preparing Students and Parents for a Differentiated Classroom"; (8) "The How To's of Planning Lessons Differentiated by Readiness"; (9) "The How To's of Planning Lessons Differentiated by Interest"; (10) "The How To's of Planning Lessons Differentiated by Learning Profile"; (11) "Differentiating Content"; (12) "Differentiating Process"; (13) "Differentiating Products"; and (14) "Grading in a Differentiated Classroom." Appended is a table describing various instructional and management strategies and providing guidelines for their use. A list of resources for further reading completes the book. (Contains 41 references.) (KB)

ED 451 903   PS 029 358

Lee, Brian
California's Child Care Crisis: A Crime Prevention Tragedy.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 01
NOTE- 44p.; Introduction by William Kolender, Burnham Matthews, Grover C. Task, II, and Alexandra Matteucci-Perkins. Foreword by T. Berry Brazelton and Peter W. Greenwood. Also funded by the Penney Family Fund and the California Consumer Protection Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Crime Prevention; *Day Care; Day Care Effects; Early Childhood Education; Educational Quality; Outcomes of Education; *Public Policy; *Young Children
IDENTIFIERS- Availability (Programs and Services); *California; Child Care Needs; *Day Care Availability; Day Care Quality

This report compiles recent research showing that quality child care and early education can greatly reduce crime and argues that California is in the middle of a child care crisis, with a shortage of quality, affordable care. Chapter 1 of the report presents research showing that at-risk children who participate in quality child care programs are much less likely to commit crime and have serious behavior problems than children who are not enrolled in those programs. Chapter 2 argues that, faced with waiting lists and the high cost of child care, many working parents have no choice but to leave their children in a setting that in many circumstances amounts to little more than child storage. Chapter 3 presents evidence that most child care available in California falls short of the good quality necessary to effectively reduce crime and violence. Chapter 4 asserts that low-income working parents especially have difficulty finding affordable, quality care. Chapter 5 presents information on the underfunding of child care assistance programs in California. Chapter 6 argues that investing now in summary table, a site list of Boys and Girls Clubs of Arizona, and an Oregon needs assessment sample survey. (EV)

ED 451 921 PS 029 381

Lo, Yafen; Sloutsky, Vladimir M.
Effects of Multiple Sources of Information on Induction in Young Children.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cognitive Development; Cognitive Processes; Critical Thinking; *Developmental Stages; *Induction; *Inferences; Information Sources; *Preadolescents; *Thinking Skills; *Young Children

This study considered differences in induction of biological properties between children and preadolescents based on differences in stimuli processing in these two groups. Two experiments tested predictions that young children, but not preadolescents, base their inductive inference on aggregating information from different sources rather than relying on a single source of information. In both experiments, children and preadolescents from three age ranges were presented with an inductive task involving triads of animal pictures: a target baby animal, and two test animals, one a "neighbor" animal who "played with the baby," and an animal who "gave birth to the baby." In experiment 1, linguistic labels were fully crossed with relationship information, whereas in experiment 2 perceptual similarity information was fully crossed with relationship and labeling information. Findings indicated that while 10- and 11-year-olds relied exclusively on inheritance (when target animal shared only inheritance information and not labeling with the mother) across experiments, 4- and 5-year-olds relied on an aggregate of multiple sources of information, and 7- and 8-year-olds fell between these 2 extremes. In addition, while the relative weight of inheritance on inferences increased with age, the weights of other information sources decreased. The results support the hypotheses suggesting that between 8 and 10 years of age, children undergo a developmental shift from a holistic feature-integration induction to knowledge-based induction based on a single most predictive source. (Contains 20 references.) (HTH)

ED 451 922 PS 029 382

Head Start of North Dakota, 1997-1998.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 35p.; For 1999-2000 report, see PS 029 384, For 11998-1999 report, see PS 029 383; and for Head Start of North Dakota videotape, see PS 029 385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; American Indians; *Client Characteristics (Human Services); Eligibility; Integrated

students identified violence and aggression as occurring regularly at school. Staff encouraged competition without recognizing that it might foster conflict. Parents/caregivers believed that most teachers cared only about their paycheck and did not have respect for the parents/caregivers. Implications of the study's results relate to several potential changes in the approach used to prevent violence and aggression, including changing the relationship between student and teacher, emphasizing higher order thinking skills, stressing children's capacities, and building upon the community-based knowledge of children and their parents/caregivers. (Contains 65 references.) (KB)

ED 451 940   PS 029 403

Jones, Garry
Difference, Sacred Place, and the Superhero: Stories from a Study of a Male Grade One Teacher and the Shaping of His Identity.
PUB DATE- 01
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Gender Issues; *Males; *Masculinity; Postmodernism; Sex Stereotypes; *Teacher Attitudes; *Teacher Student Relationship; *Teaching (Occupation)
IDENTIFIERS- *Identity Formation

Based primarily on stories told by a male elementary school teacher and stories told about him by parents, staff, and children, this paper explores how the identity of this male teacher is shaped. The paper begins by telling a specific story of a student who had wet her pants and how the teacher addressed the matter. Recounted conversations with the teacher show how helping the student revealed a line separating him from the women on staff. The paper then summarizes three "strong" stories illustrating perceptions of males, school, and teachers; the wet underpants story is layered over these background stories to reveal that even in his capacity as teacher, the male must preserve exclusive male/female roles, he views his position within the school as precarious, and he reveals characteristics of a "superhero"--special powers, a weakness, and a mission. The paper notes how, overall, the stories illustrate how maleness shapes the male teacher's identity as a teacher every day, and how his experience of masculinity changes with the context and the relationships. (Contains 17 references.) (KB)

ED 451 941   PS 029 404

Hyun, Eunsook
Cultural Complexity That Affects Young Children's Contemporary Growth, Change, and Learning.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

DESCRIPTORS- After School Centers; *After School Education; *After School Programs; *Change Strategies; Cost Effectiveness; Elementary Secondary Education; Low Income Groups; Models; Program Descriptions; Program Effectiveness; Program Evaluation; Program Improvement; Supply and Demand
IDENTIFIERS- Access to Services; Affordability; University of Chicago IL

The University of Chicago's Chapin Hall Center for Children conducted an evaluation of the first phase (1995-1998) of the MOST (Making the Most of Out-of-School Time) Initiative of the Wallace-Reader's Digest Funds. The objectives of this initiative were to contribute to the supply, accessibility, affordability, and quality of after-school programs, especially for low-income children, and to strengthen the overall functioning of after-school programs as a "system," in three cities--Boston, Chicago, and Seattle. MOST was designed and implemented in recognition of the growing interest in after-school programs as one potential solution to current challenges facing children and their families. The evaluation found that MOST efforts yielded not only a variety of benefits, but hard-won lessons. In addition to concrete accomplishments in supply-building, staff training and development, facilities improvement, and program linkage to external resources, MOST raised the awareness of stakeholders in each city with respect to what an after-school system could be, and demonstrated the value of strategic thinking. The initiative helped clarify the resources needed and strategies that might be used in strengthening after-school programs as systems. Its general framework has served as an exemplar for other city- and state-level initiatives. MOST also shed light on some of the core issues facing the after-school field. For example, the initiative demonstrated that it is one thing to develop new supply, and another to assure that this supply is accessible, equitably distributed, affordable, of decent quality, and sustainable. The work of MOST exposed the quality problems characteristic of this field, and reminded us that strengthening programs requires a patient, long-term, multifaceted, adequately funded, and coordinated approach. (Contains 12 endnotes.) (Author)

ED 451 958   PS 029 421

Grieshaber, Susan, Ed.; Cannella, Gaile S., Ed.
Embracing Identities in Early Childhood Education: Diversity and Possibilities. Early Childhood Education Series.
PUB DATE- 01
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Development; Cultural Pluralism; Day Care; *Diversity (Faculty); Diversity (Institutional); *Diversity (Student); *Early Childhood Education; Educational Practices; Feminism; Gender Issues; Modernism; Observation; Parent School Relationship; Postmodernism; Sexual Identity; Theories; *Young Children
IDENTIFIERS- Deconstruction; *Identity Formation; Nontraditional Family

Drawing on the work of early childhood teachers and teacher educators, this volume provides examples of creative ways in which practitioners and theorists are rethinking their work. Grounded in principles of equity, difference, and the recognition of racial, ethnic, and sexual diversity, the book provides a range of thinking, theorizing, and practical

The common threads to successful rural community development in Australia over the last few decades lie in the way the community develops its stores of social capital, which is based on trust, shared values, networks, and collective action. Models of leadership should refocus on situations that demand a leadership of enablement, rather than on any single person presumed to somehow "conduct" the leadership process from beginning to end. This refocusing provides an opportunity to include and value a wider group of people rather than just one "leader." Qualities of interactive processes that foster this leadership of enablement include building internal networks; building links between internal and external networks; building a history of shared experiences and understandings; building shared visions; building shared communication; and building each other's self-confidence. The main role of leaders under these circumstances is developing trust. Tools for community builders include relationship building, collaborative problem solving, and situational analysis. The results of situational analysis can be used to specify the leadership structure for the situation, and local solutions can be woven from the diverse and complementary threads of the overall community fabric. Power is distributed along with the leadership, not vested in one authority figure. An example describes how a community's situation defined its leadership needs during the development of a vocational skills center. (TD)

ED 451 976   RC 022 884

Funding of Schools, 2000-2001 School Year = Financement des ecoles, Annee scolaire 2000-2001.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Categorical Aid; Elementary Secondary Education; Foreign Countries; Rural Schools; *School Funds; Small Schools; State Aid; Urban Schools
IDENTIFIERS- *Funding Formulas; *Manitoba

Available in English or French, this reference guide summarizes the funding of Manitoba public schools for the 2000-2001 school year. School funding for operating and capital expenses is administered by the provincial government. Following a list of 2000-2001 revisions to the Schools Finance Program, the first section describes base support. The formula for calculating support for recognized expenditures is discussed. Manitoba has many small and rural schools, and the formula makes allowances for low enrollments, population sparsity, and rural and northern school divisions. Also discussed are funds for curricular materials, information technology, library services, Level I special needs, early behavior intervention, early identification, counseling and guidance, and professional development. The second section describes categorical support for transportation for urban and rural students and those with disabilities; room and board for students attending schools more than 60 kilometers away from home; special needs; technology and vocational education; English as a second language; English language enrichment for Native students; heritage language programs (for Native students); French language programs; small schools (having fewer than 21 elementary or 56 secondary students per grade level); students at risk; decreasing enrollment; remoteness allowance; new schools; and early literacy intervention. Formulas for

Schools; Native Americans

This book explores the history of sports programs at federally operated boarding schools for Native Americans. The focus is on students who did not go on to greater athletic glory but who found in sports something otherwise denied them by the boarding school program: a sense of community, accomplishment, and dignity. The first two chapters explore the emergence of high-profile sports programs at the Carlisle and Haskell schools. Sports helped to justify and promote the educational mission of boarding schools by displaying Native Americans behaving and competing in a manner that was contained, civilized, and restrained. Yet such publicity also created controversy, for it contradicted these same goals by appealing to desires and passions that the public enjoyed in sports and popular culture and generally associated with Native Americans. These tensions reveal that sports were a cultural form that could elicit a variety of interpretations even within dominant cultural contexts. The final three chapters explore how students were able to take advantage of this ideological incoherence and through sports experience pride, pleasure, and the creative formation of identity. A chapter on female physical fitness describes how schools discouraged females from playing competitive athletics. Instead, they promoted passivity, sexual restraint, and domestic femininity by emphasizing indoor activity and light exercise. Chapter 5 presents recollections by former students describing the importance of competitive sport in their lives. (Contains 120 references, photographs, notes, and an index.) (TD)

ED 451 994   RC 022 931

Lobo, Susan, Ed.; Peters, Kurt, Ed.
American Indians and the Urban Experience. Contemporary Native American Communities 5.
PUB DATE- 01
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adjustment (to Environment); *American Indian Culture; American Indian History; American Indian Studies; Community Centers; *Community Characteristics; Community Education; Community Relations; *Cultural Maintenance; Ethnic Relations; *Ethnicity; Identification (Psychology); *Urban American Indians
IDENTIFIERS- Healing; Native Americans; Sense of Community

Over half of all American Indian people living in the United States now live in urban areas, but few books and little research have addressed urban Indian themes. This book compiles research, scholarly writing, poetry, prose, and artwork concerned with the Native urban experience. Of specific educational interest are chapters on the role of multilingualism in Yaqui urbanization and public education's impact on their cultural adaptation; the history and survival of the Southern California Indian Center, which provides GED classes and community education among other community services; Native women's activism in Phoenix related to Head Start, child care needs, and educational workshops; an exhibit on the American Indian holocaust, promoting community healing; and Indian men's experiences in addiction and recovery. After a foreword by Donald L. Fixico and introduction by Susan Lobo, the articles are: "The Urban Tradition among Native Americans" (Jack D. Forbes); "Telling the Indian Urban: Representations in American Indian Fiction" (Carol Miller); "Yaqui Cultural and

This theme issue of the newsletter SEDLetter contains articles about the challenges facing rural youth, communities, and schools, and the ways that rural schools are meeting those challenges. "When Rural Traditions Really Count" (Ullik Rouk) outlines the rural situation with regard to adolescent substance abuse, youth gangs, teen pregnancy, homelessness, poverty, and lack of services, and suggests school-community strategies for prevention and intervention. "Service Learning Sparks Community and Student Achievement in Balmorhea" (John V. Pennington) describes serving learning initiatives in a small Texas school and subsequent improvements in student achievement. "Change Is a Constant at Cochiti" (Pamela Porter) describes Montessori and multi-age approaches at a small New Mexico school and professional development efforts focused on curriculum development and accountability. "Oklahoma's Master Teachers Project Leads Teacher along a Professional Path" describes a study-group approach to professional development for science and math teachers. "Changing Practice To Meet Student Needs in Humphrey" (John V. Pennington) examines a small Arkansas school's effort to promote instructional coherence and develop consistency in student evaluation across grade levels. "Parkin Elementary School Networks for Success" (John V. Pennington) discusses a small Arkansas school's participation in the Reading Success Network. "Resources for Rural Schools" (Leslie Blair) describes general rural resources and resources related to service learning, mental health issues, after-school programs, and the links between school improvement and community development. Sidebars describe after-school programs, a cultural approach to substance use prevention, and Cochiti's improved math scores. (SV)

ED 452 012 RC 022 949

Chaplin, Duncan D.
E-Rate and American Indian-Serving Schools: Who Applies and Who Gets Funded?
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; *Economically Disadvantaged; Elementary Secondary Education; Enrollment; Poverty; *Public Schools; *Racial Composition; Rural Schools; School Size; Urban Schools
IDENTIFIERS- Access to Technology; American Indian Students; *Bureau of Indian Affairs Schools; *E Rate (Internet); Participation Rates

The federal Universal Service Fund--the E-Rate--helps provide Internet access to schools and libraries. This report analyzes how public schools' participation in the E-Rate program varied by their percentage American Indian enrollment, with a focus on Bureau of Indian Affairs (BIA) schools. The analysis covers program Year 1 (January 1998-June 1999) and Year 2 (July 1999-June 2000). Results indicate that most non-BIA schools serving American Indians applied for the E-Rate program. Application rates varied from about 60 percent for schools with 50-80 percent American Indian enrollment to about 80 percent for schools with 0-2 percent American Indians. While application rates generally increased with school size, rates of non-BIA schools with over 80 percent American Indian enrollment were not as clearly related to school size. BIA schools greatly problems" (Marilyn P. Carlson); (19) "Bringing out the algebraic character of arithmetic: Instantiating variables in addition and subtraction" (David Carraher, Barbara M. Brizuela, and Analucia D. Schliemann) (20) "The game of social interactions in statistics learning and in cognitive development" (Carolina Carvalho and Magarida Cesar); (21) "Student misconceptions in interpreting basic graphic calculator displays" (Michael Cavanagh and Michael Mitchelmore); (22) "Step skipping during the solution of partitive quotient fraction problems" (Kathy Charles and Rod Nason); (23) "Making, having and compressing formal mathematical concepts" (Erh-Tsung Chin and David Tall); (24) "Mental projections in mathematical problem solving: Abductive inference and schemes of action in the evolution of mathematical knowledge" (Victor V. Cifarelli); (25) "Solving equations and inequations: Operational invariants and methods constructed by students" (Anibal Cortes and Nathalie Pfaff); (26) "The flow of thought across the Zone of Proximal Development between elementary algebra and intermediate English as a second language" (Bronisuave Czarnocha and Vrunda Prabhu); (27) "A didactic sequence for the introduction of algebraic activity in early elementary school" (Jorge Tarcisio Da Rocha Falcao, Anna Paula Lima Brito, Claudia Roberta De Araujo, Monica Maria Lessa Lins, and Monica Oliveira Osorio); (28) "Towards a definition of attitude: The relationship between the affective and the cognitive in pre-university students" (Katrina Daskalogianni and Adrian Simpson); (29) "A memory-based model for aspects of mathematics teaching" (Gary Davi

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ED 452 033   SE 064 495

Nakahara, Tadao, Ed.; Koyama, Masataka, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME) (24th, Hiroshima, Japan, July 23-27, 2000), Volume 3.
PUB DATE- 00
NOTE- 318p.; For volumes 1-4, see SE 064 993-996.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Cultural Influences; *Educational Assessment; Elementary Secondary Education; Functions (Mathematics); Geometric Concepts; Geometry; Graphs; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Problem Solving; *Statistics; Teaching Methods; *Thinking Skills

The third volume of the 24th annual conference of the International Group for the Psychology of Mathematics Education contains full research report papers. Papers include: (1) "Mathematics classrooms functioning as communities of inquiry: Possibilities and constraints for changing practice" (Susie Groves, Brian Doig, and Laurance Splitter); (2) "Thinking of new devices to make viable symbolic calculators in the classroom" (Dominique Guin and Luc Trouche); (3) "Some theoretical problems of the development of mathematical thinking" (Valery A. Gusev and Ilder S. Safuanov); (4) "The role of figures in geometrical proof-problem solving: Students' cognitions of geometrical figures in France and Japan" (Kouhei Harada, Elisabeth Gallou-Dumiel, and Nobuhiko Nohda); (5) "Thinking about the discursive practices of teachers and children in a 'National Numeracy Strategy' lesson" (Tansy Hardy); (6) "Classroom discussion on the representation of quantity by fractions: Stability of misconception and implications to practice" (Junichi Hasegawa); (7) "Process of science courses facilitated the legitimate participation of females in science activity and discourse. The study focused on one science classroom in which students were provided with opportunities to engage in inquiry and project-based activities and use technology to collect data and communicate with others. Several methodological approaches were used in this study including classroom observation, interviews with participants in the course, and analysis of pertinent documents. (Contains 28 references.) (SAH)

ED 452 054   SE 064 653

Coy, Jessica
Teaching Fifth Grade Mathematical Concepts: Effects of Word Problems Used with Traditional Methods.
PUB DATE- 01
NOTE- 47p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Elementary School Mathematics; Grade 5; Intermediate Grades; Mathematics Instruction; *Number Concepts; *Problem Solving; Thinking Skills; *Word Problems (Mathematics)

The view of the researcher is that students in the upper elementary to middle school range need to increase their problem-solving skills by making logical deductions and organizing and structuring their thoughts through the use of word problems. Giving children a daily word problem challenged and introduced them to the lesson. This activity improved their math test scores and critical thinking. Active learning and thinking allow the student to better understand the various methods of solving problems. Through the integration of their background knowledge and newly learned knowledge, students should be able to apply it to similar or new situations. The hypothesis of this experiment was stated as follows: There is no difference between those students that experience traditional mathematical instruction and those who are receiving the extra word problems at the 0.05 level of significance as measured by the book tests. One of the goals of a teacher, especially a math teacher, is to help students become better problem-solvers and develop their critical thinking skills. Problem solving is not just word problems or math problems; it is a way of thinking and reasoning. Solving a problem is not just about getting the right answer; the importance of solving a problem is how that solution is reached. There are a variety of methods and strategies that can be used to solve a problem. Past knowledge and experiences, communication, a willingness to experience new things, and being open to look at things from more than one direction are all a part of the problem solving experience. These things, used in conjunction with exploration and experimentation, can enhance critical thinking and problem solving. The research study took place in a fifth grade class in an eastern Tennessee school that is strongly suburban. The researcher taught four units which included addition of whole numbers and decimals, subtraction of whole numbers and decimals, multiplication of whole numbers and decimals, and division of whole numbers and decimals. The first and third units were the control group, while the second and fourth units were the experimental groups. Each unit was two weeks long. A posttest was given at the end of each unit, testing the content of that particular unit. The results of this research showed no significant difference between the means of the posttests in the traditional group and valuing. (Contains 26 references.) (ASK)

ED 452 077 SE 064 678

Wang, Jing-Ru
Improving Elementary Teachers' Understanding of the Nature of Science and Instructional Practice.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001). Research supported by the National Science Council (NSC) of the R.O.C. (grant #88-2511-S-153-001 and #89-2511-S-153-001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Elementary Education; *Elementary School Science; *Elementary School Teachers; *Faculty Development; Foreign Countries; *Inservice Education; Metacognition; *Science Instruction; Scientific Literacy; *Scientific Principles
IDENTIFIERS- Conceptual Change; Taiwan

This study aimed to help the teachers clarify and understand the nature of science (NOS), as well as classroom practice through the implementation of the constructivist teaching model. Ten elementary science teachers were involved in a year-long in-service program that included a series of intervention courses. Following the intervention courses, participants were asked to visit classroom demonstrations and attend the debriefing meetings. Meanwhile, the teachers were asked to implement the constructivist teaching model in their science classroom practices. Prior to and following the program, participants responded to an open-ended questionnaire designed to assess their understanding of the NOS. Throughout their teaching, participants' lesson plans and classroom videotapes were collected for explicit reference to the NOS. After the intervention program, the participants were interviewed to validate their responses to the open-ended questionnaire. The results indicated that the teachers were found to possess proper understandings of several important aspects of the NOS before the intervention, but could not describe how to teach science in terms of the NOS. After the intervention, some teachers could delineate how they taught several aspects of the NOS through the constructivist teaching model. In addition to the view of inductivism, some teachers' classroom practices inclined to constructivism and revealed the creative and social aspects of the NOS. However, the teachers did not place teaching the NOS as important as other aspects, and they claimed that they had not taught NOS explicitly due to some constraints. The implications of the findings are discussed. (Contains 72 references.) (Author)

ED 452 078 SE 064 679

Lin, Sheau-Wen
Improving Elementary Science Teaching through a Collaborative Action Research.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- Citizenship Education; Culture; Elementary Secondary Education; Higher Education; *Historiography; *History Instruction; Humanities; *Humanities Instruction; United States History; World History

This book reconsiders why and how U.S. humanities education is taught. A humanities program should teach students not just memorizable facts but analytical skills that are vital for a critically informed citizenry. Innovative research is important as the basis of such a curriculum. Specific suggestions are outlined for translating curriculum goals into courses that can be taught alongside or instead of more conventional staples. Chapters include: (1) "The Question of Urgency: The Issues in Perspective"; (2) "Innovations in the Humanities: Before the Crisis"; (3) "Sacred Cows in Humanities Teaching, and How They Got Grazing Rights"; (4) "Answering the Canon Fire: The Debate Miscast"; (5) "Clearing the Decks for Creative Planning"; (6) "Education: The Central Mission of the Humanities"; and (7) "Rethinking Actual Curricula: The Conversion to Analysis." The conclusion is titled "Educating for Democracy." (EH)

ED 452 100 SO 029 478

Ruggieri-Vande Putte, Katherine
Our Town: A Community Simulation of Contemporary Issues.
PUB DATE- 95
NOTE- 137p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Cooperation; *Community Involvement; *Cooperative Learning; Elementary Education; *Simulation; Skill Development
IDENTIFIERS- Interactive Model

Intended for use in grades 2-6, this workbook uses an interactive simulation that teaches community cooperation skills. The unit is designed so that jobs, responsibilities, and requirements can be added or modified to provide a comfortable fit for every classroom. Students define their local community, identify local community workers, understand the roles of specific community workers, participate in creating a classroom community, develop an understanding of community interactions, make decisions through democratic processes, develop an understanding of business interactions, apply for a job, earn a weekly wage and budget for personal expenses, experience the responsibilities of employment, utilize business facilities, maintain land and home, and experience benefits and responsibilities of community life. The workbook is divided into two parts: "Part 1: Preparing for Our Town" ("Introduction to 'Our Town'"; "Scheduling the Unit"; "Teacher Tips for Using the Materials"; and "Activities and Extensions") and "Part 2: Implementing Our Town" ("Reproducible Forms and Activity Work Sheets"; "Reproducible Money and Related Financial Forms"; "Reproducible Cards for Activities"; "Reproducible Job Information Sheets"; "Reproducible Employment Ads"; and "Rules To Post"). (BT)

ED 452 101 SO 029 805

Teaching East Asia in Middle Schools: Lesson Plans Contributed at the 1998 East Asian Studies Center Summer Workshop.
PUB DATE- 99
NOTE- 23p.; Lesson plans developed by middle level teachers are participated in EASC's 1998 Summer Workship on Teaching East

ED 452 121 SO 032 678

Lansdown, Gerison
Promoting Children's Participation in Democratic Decision-Making. Innocenti Insight.
PUB DATE- 01
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Rights; *Civil Rights; *Decision Making; Foreign Countries; Political Issues
IDENTIFIERS- Adult Child Relationship; *Democratic Communication; UNICEF

This paper examines the meaning of Article 12 of the Convention on the Rights of the Child, which says that children are entitled to participate in the decisions that affect them. The paper takes a close look at the full meaning of Article 12 as a tool that can help children themselves to challenge abuses of their rights and take action to defend those rights. It also stresses what Article 12 does not do; it does not, for example, give children the right to ride roughshod over the rights of others, particularly parents. The paper makes a strong case for listening to children, outlining the implications of failing to do so and challenging many of the arguments that have been leveled against child participation. It is intended as a practical guide to this issue, with clear checklists for child participation in conferences and many concrete examples of recent initiatives. Includes 39 notes. (BT)

ED 452 122 SO 032 679

Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. Scientists & Inventors Series, Volume 5.
PUB DATE- 01
NOTE- 220p.; For related volumes see ED 448 069, ED 446 066, ED 446 012, ED 446 011, ED 446 010, ED 427 000, ED 434 064, ED 439 044, ED 439 032, ED 439 031, ED 390 725, ED 380 367, ED 363 546, ED 351 257, ED 089 904, ED 423 192, and ED 422 217.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biographies; *Computers; Individual Characteristics; Intermediate Grades; Inventions; Life Events; *Profiles; Readability; *Scientists; Secondary Education
IDENTIFIERS- *Biodata; *Inventors

This book, a special volume focusing on computer-related scientists and inventors, provides 12 biographical profiles of interest to readers ages 9 and above. The Biography Today series was created to appeal to young readers in a format they can enjoy reading and readily understand. Each entry provides at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Each entry ends with a list of easily accessible sources designed to guide the student to further reading on the individual. These profiles of computer-related scientists and inventors range from pioneers to recent achievers, from the business world to video games. The following scientists and inventors are profiled: Steve Case; Douglas Engelbart; Shawn interpret political communication? Do they hold concepts of citizenship and democracy similar to those held by adults in their societies? What role do schools and other civic organizations play in the civic development of adolescents? These and other questions were examined by researchers in 28 democracies during Phase 2 of the 1999 International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study. The findings provide a snapshot of what young adolescents know and think about democratic institutions and processes as well as their attitudes and plans for future civic participation. This ERIC Digest discusses the origin and administration of the 1999 IEA Civic Education Study, the research design, and the findings of the study. (BB)

ED 452 143 SO 032 723

Black, Narda C.
Learning about Newspapers.
PUB DATE- 01
NOTE- 165p.; Exit Project for CURR 304, Eastern Michigan University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Curriculum Development; Grade 5; Inquiry; Intermediate Grades; *Newspapers; *Social Studies; *Student Publications
IDENTIFIERS- Direct Instruction; *Historical Background; *Industry Role; Literature Circles

This comprehensive social studies curriculum unit for fifth grade has three areas of concentration: (1) the history of the newspaper industry, including historical dates and figures and analysis of how the newspaper industry has influenced and shaped the history of the United States; (2) the functions and responsibilities of the departments and roles within a large newspaper corporation, including an in-depth look at how the departments coordinate to produce a daily newspaper product; and (3) a how-to, hands-on section detailing how to produce a class newspaper, incorporating and scaffolding the information learned in the two previous sections. This curriculum unit contains the following chapters: (1) "Unit Overview"; (2) "Rationale"; (3) "Unit Contents"; (4) "Content Analysis" ("Goals," "Generalizations," "Concepts," "Concept Map," and "Facts"); (5) "Michigan Social Studies Standards and Benchmarks"; (6) "Lesson Plans" ("Comics and Cartooning," "The Black Press," "Newspaper Advertising," "Newspaper Reporting," "Information in the Community," and "The Landry News"); (7) "Culminating Experience: Creating a Class Newspaper"; and (8) "Bibliography." (Contains 18 references.) (BT)

ED 452 144 SO 032 732

Ohio's Model Competency-Based Programs: Making the Connections. Comprehensive Arts 9-12.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Art; Art Education; *Dance;

presentations to high school students on teaching as a career. Student surveys in December 2000 indicated that three-fourths of the high school students had no interest in teaching. Information gained from the survey supports the offering of a future teachers' course and establishment of a future teachers' club. (SM)

ED 452 164 SP 039 896

O'Connor, C. Richele; Herrelko, Janet
Individual Professional Development Plans: In Search of Learning for Teaching.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (October 27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Methods; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Teacher Improvement
IDENTIFIERS- Ohio

This paper presents information from a study in which researchers examined the implementation of local professional development committees in the state of Ohio. Ohio is one of two states that requires teachers to participate in a peer review of their professional development goals. This study examined the Individual Professional Development Plans (IPDPs) of 133 teachers in 5 Ohio school districts, most of whom taught elementary school. The study focused on the areas of literacy and mathematics. Results indicated that, while 13 different types of activities were chosen, teachers still selected traditional college coursework and inservice workshops and conferences as the main sources of professional development. The fourth most frequently selected professional development activity, in-class activities, indicated that teachers were viewing activities that they conducted within the confines of their own classrooms as professional development activities. Districts varied widely in how they approached the newly defined professional development. Since the IPDPs of most teachers were very vague, it was difficult to discern much about the specific types of learning teachers were pursuing in literacy and mathematics. (Contains 10 references.) (SM)

ED 452 165 SP 039 897

Stough, Laura M.; Emmer, Edmund T.
Teachers and Test Feedback.
PUB DATE- 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Students; Coping; Educational Psychology; *Emotional Response; *Feedback; Higher Education; *Stress Variables; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; *Testing
IDENTIFIERS- Emotions

This study investigated teachers' emotions as they prepared and administered test feedback sessions related to exams delivered

Southwest Educational Research Association (24th, New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teachers; *Classroom Techniques; Elementary Secondary Education; *Personality Traits; *Self Efficacy; Student Behavior; Teacher Attitudes; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- *Emergency Teacher Certification

This study explored the personality types of beginning emergency permit teachers to determine whether those pursuing alternative certification displayed patterns in personality type. It also investigated the predictive relationship between personality types and teachers' beliefs concerning control in classroom management. Participants were 120 teachers pursuing teacher certification through an emergency permit teacher education program at a mid-sized Texas university. Participants were administered the Myers-Briggs Type Indicator (which measured personality type, the Attitudes and Beliefs on Classroom Control Inventory, and a revised version of the Teacher Efficacy Scale). Results indicated that the teachers were somewhat dispersed in personality types, but they tended to emphasize the sensing and thinking dimensions. Regression analyses suggested that personal teaching efficacy was a stronger predictor of instructional classroom management than personality type. However, personality type was a stronger predictor than efficacy of people management beliefs. Results indicated a slight tendency for the emergency certification teachers to be interventionist in their classroom control orientations. (Contains 51 references.) (Author/SM)

ED 452 185 SP 039 926

Rudy, Dennis W.
Connecting Community through Evaluation.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Meeting of the AEA (November 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Programs; Creative Teaching; Elementary Secondary Education; *Experiential Learning; *Health Education; *Health Promotion; *Life Style; *Museums; Public Health; Wellness

This paper describes HealthWorks! Kids' Museum, an education center designed to help K-8 students understand and make healthy lifestyle choices. The museum includes an exhibit floor, interactive classrooms, a teacher resource room, and interactive exhibits for children. These exhibits include the Main Brain theater, the Skin Crawl Wall, and All About Me computer sections. The museum works with students and teachers to improve health education in and out of school. It strives to impact parents and community members as well as children and to ultimately improve the health of the community by addressing the public's knowledge, behavior, and attitudes about health. A longitudinal evaluation is assessing the program. It involves multiple stakeholders, multiple goals, multiple data sources, and formative and summative analysis. To date, evaluations

ED 452 205 TM 032 490

De Champlain, Andre F.; Gessaroli, Marc E.; Floreck, Lisa M.
Assessing the Impact of Standardized Patient Variability on Examination Mastery-Level Decision Consistency Rates.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Interrater Reliability; *Licensing Examinations (Professions); Medical Education; *Physicians; Simulation
IDENTIFIERS- Case Analysis; *Clinical Competence; *Standardized Patients

The purpose of this study was to estimate the extent to which recording variability among standardized patients (SPs) has an impact on classification consistency with data sets simulated to reflect performances on a large-scale clinical skills examination. SPs are laypersons trained to portray patients in clinical encounters (cases) and to record as well as rate examinee behaviors using case-specific checklists and rating scales. The conditions modeled were intended to approximate those that might occur with SP testing as part of the United States Medical Licensing Examination with populations of U.S. medical school graduates and populations that contain U.S. graduates and international medical graduates. Initially, proficiencies were randomly generated for a n(0,1) distribution for 100,000 simulees. Conditions that were simulated, in terms of the characteristics of percent-correct score distributions, overall failure rate, and amount of variability among recordings were similar to those noted in past research with this type of examination. Results suggest that the impact of recording discrepancies on overall misclassification rates is minimal for a (homogeneous) population resembling first time U.S. medical school graduates. Findings differed for the more heterogeneous population, and the total misclassification rate was 2.6% higher in the baseline condition. Results suggest that errors of commission similar to those simulated in this investigation could have serious consequences on the false positive rate for a more heterogeneous group of examinees unless some adjustments are made to account for SP rater variability. (Contains 2 tables and 30 references.) (SLD)

ED 452 206 TM 032 491

Roberts, William L.; Busk, Patricia L.; Comerford, Sandra S.
Epistemological Beliefs of Teacher Credential Students.
PUB DATE- 01
NOTE- 60p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; *Beliefs; Concept Formation; *Epistemology; Females; *Graduate Students; Graduate Study; Higher Education; Preservice Teachers; Pretests Posttests; Teacher Attitudes; *Teacher Education

Education; English (Second Language); Higher Education; Internet; Puerto Ricans; *School Choice; School Segregation; *Student Attitudes; *Teacher Education; *Test Use; Values

This document consists of downloaded copies of 11 papers published in the electronic journal "Education Policy Analysis Archives" during 2001: (1) "School Segregation of Children Who Migrate to the United States from Puerto Rico" (Luis M. Laosa); (2) "Testing Times: A School Case Study" (Ivor Goodson and Martha Foote); (3) "Impact of U.S. Overseas Schools in Latin America on Political and Civic Values Formation" (John J. Ketterer and George E. Marsh, II); (4) "Factors Influencing GED and Diploma Attainment of High School Dropouts" (Jeffrey C. Wayman); (5) "How the Internet Will Help Large-Scale Assessment Reinvent Itself" (Randy Elliot Bennett); (6) "Teacher Test Accountability: From Alabama to Massachusetts" (Larry H. Ludlow); (7) "Critique of 'An Evaluation of the Florida A-Plus Accountability and School Choice Program" (Gregory Camilli and Katrina Buckley); (8) "The Effects of Vouchers on School Improvement: Another Look at the Florida Data" (Haggai Kupermintz); (9) "The Academic Journal: Has It a Future?" (Gaby Weiner); (10) "Japanese EFL Teachers' Perceptions of Communicative, Audiolingual and Yakudoku Activities: The Plan versus the Reality" (Greta Gorsuch); and (11) "Constructing Outcomes in Teacher Education: Policy, Practice and Pitfalls" (Marilyn Cochran-Smith). (SLD)

ED 452 226 TM 032 511

Masini, Blase E.
Race Differences in Exposure to Algebra and Geometry among U.S. Eighth-Grade Students.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Educational Experience; *Geometry; Grade 8; *Junior High School Students; Junior High Schools; Minority Groups; *Racial Differences; Socioeconomic Status
IDENTIFIERS- *Opportunity to Learn; Third International Mathematics and Science Study

The opportunity for U.S. students to learn algebra and geometry in the eighth grade was studied by looking at exposure to instruction using teacher reports of content coverage from a subset of 296 classrooms participating in the Third International Mathematics and Science Study. Classrooms were classified according to the ethnic composition of students and the socioeconomic status of the classroom. Few differences were found between low-socioeconomic status White/Asian and minority classrooms across all algebra and geometry related topics, but stark differences were seen between high socioeconomic status white/Asian and minority classrooms. Exposure to algebra and geometry topics varied across classrooms, with the practice of tracking a likely explanation for differences in students' opportunity to learn. It was clear that fewer high-socioeconomic status minority classrooms than high socioeconomic White/Asian classrooms covered a more rigorous curriculum. (SLD)

ED 452 227 TM 032 512

DESCRIPTORS- *High School Students; High Schools; *Sciences; Standardized Tests; Test Construction; Test Content; *Test Items; *Test Wiseness
IDENTIFIERS- Georgia; *Georgia High School Graduation Tests

This document is a supplement to the Test Content Description for the Georgia High School Test in Science. The sample items are representative of items on the actual Georgia High School Tests. The strands (major areas) being tested are: (1) Process/Research Skills (30% to 32% of the test); (2) Physical Science (33% to 35% of the test); and (Biology (33% to 35% of the test). General test taking hints are given, suggesting that students read carefully, consider every choice, guess intelligently, spend test time wisely, and check work carefully. Some sample items with explanations of the answers are given, and other practice items are included with answers but no explanations. A student self-assessment and remediation plan is attached. (SLD)

ED 452 249 TM 032 535

Test Content Description for Social Studies. Georgia High School Graduation Tests. Revised.
PUB DATE- 99
NOTE- 144p.; For the student guide to preparing for the test, see TM 032 536. For test content descriptions for other subjects, see TM 032 529, 032 531, and 032 533.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *High School Students; High Schools; *Social Studies; Standardized Tests; Test Construction; *Test Content; *Test Wiseness
IDENTIFIERS- Georgia; *Georgia High School Graduation Tests

This document contains a description of the Georgia High School Graduation Test in Science. The test item specifications, reflecting the Georgia State Quality Core Curriculum, are used by writers and reviewers who are responsible for the development of test items. Much of the content in the description is based on earlier test versions developed between 1994 and 1996. In its present form, the description includes the test content and the types of questions students will be expected to answer. Practical advice for test taking is also included. The test content description includes information for these areas: (1) World Studies (18% to 20% of the test); (2) United States History since 1865 (18% to 20% of the test); (3) Civics/Citizenship (12% to 14% of the test); (4) Map and Globe Skills (15% of the test); and (5) Information Process Skills (15% of the test). (SLD)

ED 452 250 TM 032 536

How To Prepare for Tests: A Guide for Georgia High School Students Preparing for the Georgia High School Graduation Tests. Content: Social Studies. Including Hints on Preparing for Tests, Practice Test Questions and Answers, Thorough Explanation of Answers to Select Questions.
PUB DATE- 99
NOTE- 25p.; For the test content description, see TM 032 535. For guides for preparing for the other subjects, see TM 032 530, 032 532, and 032 534.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

(956 aboriginal and 2,000 nonaboriginal students), science (480 aboriginal and 2,000 nonaboriginal students), and social studies (971 aboriginal and 2,000 nonaboriginal students) achievement tests. Items on these tests were identified by raters trained in cognitive processing theory as eliciting either simultaneous or successive cognitive processing skills. Items were then grouped and tested for DBF using the statistical program SIBTEST. It was hypothesized that differences favoring aboriginals would occur for those bundles eliciting simultaneous processes, while differences favoring nonaboriginals would occur for those bundles eliciting successive processes. When the bundles were tested, performance differences did not favor aboriginals for simultaneous items nor nonaboriginals for successive items. Ability distribution differences between the aboriginal and nonaboriginal samples coupled with small sample sizes for the aboriginal samples were the key limitations of the study. Recommendations for future research are presented. (Contains 2 tables and 32 references.) (Author/SLD)

ED 452 272 TM 032 560

Siegle, Del; Ward, Layne; McCoach, D. Betsy
Instructional WebBoard Strategies in Secondary Education and University Teaching.
PUB DATE- 01
NOTE- 13p.; Paper presented at the annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; College Faculty; Communication (Thought Transfer); *Computer Assisted Instruction; *Electronic Mail; *Graduate Students; *High School Students; High Schools; Higher Education; Japanese; *Student Attitudes; *Undergraduate Students; World Wide Web
IDENTIFIERS- Web Pages

The nature of student participation with WebBoard, an electronic bulletin board system that can be used for synchronous and asynchronous discussions among participants, was studied in an action research project in two settings. In one, 67 and 59 high school students of Japanese participated in a course using WebBoard. The number of times students used WebBoard, the number of postings they made, and the type of postings they wrote were studied under incentive or no incentive conditions. Incentives were such things as a class "food day." In the other setting, WebBoard use was studied with 12 students in an integrated Bachelor's/Master's teacher education program, 14 inservice teachers in a graduate course, and 6 inservice and preservice teachers in a course. For students at all ages, some requirements were necessary in order for them to remain active participants on the WebBoard. Occasional rewards for the high school students boosted the volume of messages and also created a temporary slump after the reward was achieved. After the slump, a higher than normal rebound occurred, and use was higher than normal for several weeks. Graduate students were more motivated to post, but establishing grading criteria for the quality of the posts was effective in keeping up WebBoard use. The advantages and disadvantages of the WebBoard approach are discussed. The most apparent advantage was the opportunity for the incubation of ideas. (Contains 18 references.) (SLD) indicates that welfare reform can powerfully enhance achievement and positive behavior, with little evidence of harm. The beneficial impacts appear strongest for children in families with longer histories of welfare receipt. More limited evidence suggests that welfare reforms may cause detrimental increases in teens' school problems and risky behaviors. Reforms with work mandates but few supports for working mothers are significantly less beneficial for elementary students than programs with work supports. Reforms with positive impacts on children operate more through changes outside the family. Poverty, maternal depression, domestic violence, and children's developmental problems are very common. Policy recommendations include providing after-school and community programs for older children and encouraging fathers' involvement with children. (Contains 57 bibliographic references.) (SM)

ED 452 290 UD 034 111

The Class of 1997 Final Longitudinal Report: A Three-Year Follow-Up Study. Assessment/Accountability Report.
PUB DATE- 00
NOTE- 37p.; For the class of 2000 report, see UD 034 112.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian American Students; Black Students; Elementary Secondary Education; English (Second Language); *Graduation; High School Graduates; Hispanic American Students; Minority Groups; *Outcomes of Education; Special Education; Tables (Data); Urban Schools
IDENTIFIERS- *New York City Board of Education

This report presents final school completion outcome data on students in New York City's class of 1997 as of June 2000, noting separate final outcomes for the 1997 special education class. The class of 1997's overall graduation rate was 69.7 percent. About two out of three students who continued their education beyond 4 years of high school earned diplomas. By the end of the fifth year, 40,506 students had graduated, increasing the graduation rate for the class of 1997 by 13.1 percentage points. Most class of 1997 students who earned diplomas earned them by year 5. Females had substantially higher graduation rates and lower dropout rates than males. Most Asian and white students graduated. Hispanics and blacks had lower graduation rates, with substantial increases in those rates between years 4 and 7. After year 4, there were larger increases in graduation rates for English language learners than English proficient students. Of students graduating in years 5, 6, and 7, 34.7 percent earned GEDs, and 61.6 percent earned local diplomas. The 7-year graduation rate was 35.1 percent for students in high school self-contained special education classes and 37 percent for students in District 75 citywide special education classes. (SM)

ED 452 291 UD 034 112

The Class of 2000 Four-Year Longitudinal Report and 1999-2000 Event Dropout Rates.
PUB DATE- 00
NOTE- 121p.; For the class of 1997 report, see UD 034 111.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Development; Employment Patterns; *Housing Needs; Job Training; Low Income Groups; Urban Areas; *Welfare Reform; *Welfare Services

IDENTIFIERS- California (San Francisco); *Community Development Corporations; Georgia (Atlanta); Illinois (Chicago); Minnesota (Minneapolis); New York (New York); Ohio (Cleveland); Personal Responsibility and Work Opp Recon Act; State Policy; Temporary Assistance for Needy Families; Tenants

This study examined the impact of welfare reform on housing owned by community development corporations (CDCs), investigating how early implementation of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) affected the financial status of CDCs' affordable housing developments. Five types of financial impacts were considered: tenant incomes and employment; other tenant behaviors; late payments; turnover; and aggregate changes in CDC income and expenses. The study examined four CDCs in each of six cities: Atlanta, Georgia; Cleveland, Ohio; Chicago, Illinois; Minneapolis, Minnesota; New York, New York; and San Francisco, California. Research methodology included interviews with CDC staff, tenant representatives, and leaders from other civic institutions; follow-up questionnaires of key respondents; and focus groups with tenants. Overall, among those organizations that engaged in various nonhousing activities or viewed their missions as including community development in broader terms, many were already providing job training, child care, or other social services that might be thought of as responding to welfare reform. These groups reported that such efforts had little to do with the advent of welfare reform. While many CDC staffers were concerned about the impact of welfare reform laws on impoverished communities, they reported little evidence of increased problems and found most changes in their neighborhoods to be positive. (SM)

ED 452 310 UD 034 132

Suleiman, Mahmoud F.

Image Making of Arab Americans: Implications for Teachers in Diverse Settings.

PUB DATE- 01

NOTE- 24p.; Portions of this paper were presented at the Annual Meeting of the California Association for Bilingual Education (Los Angeles, CA, January 31-February, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Arabs; Consciousness Raising; *Cultural Awareness; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; *Ethnic Stereotypes; Higher Education; Immigrants; Mass Media Effects; Muslims; North Americans; Racial Bias

Arab Americans are a very diverse group. Misinformation about Arab culture plays a significant role in American perceptions and understandings of Arab American students. Whenever major events occur in the Middle East, Arab Americans become the focus of investigation. However, the Arab American community has remained relatively silent. The media plays a large part in perpetuating stereotypes of Arabs as terrorists. This is exemplified by the original assumption that the Oklahoma bombing was the act of Arab terrorists. This massive media campaign has detrimental consequences on Arab American students, who report being harassed and attacked by peers.

IDENTIFIERS- *Savings Accounts; *Self Sufficiency
This paper describes the Family Self-Sufficiency (FSS) program, an employment and savings incentive program for low-income families that have Section 8 vouchers or live in public housing. It consists of both case management services to help participants pursue employment and other goals and escrow accounts into which the public housing agency (PHA) deposits the increased rental charges that families pay as their earnings rise. The paper analyzes the value of the FSS program for tenants (asset accumulation, employment, and earnings) and for PHAs (better public relations, improved services, and enhanced standing with HUD). It offers suggestions for overcoming perceived or actual barriers to PHA implementation or expansion of the program (lack of funding for case management, staff expertise, resident interest in FSS, and community employment opportunities and services). It discusses how the FSS program promotes welfare reform goals by encouraging work, providing funds for work expenses or emergencies, and offering case management. It also highlights how welfare agencies may advance welfare reform goals by helping PHAs expand their programs and by encouraging families that receive TANF benefits to participate in FSS. (Contains 63 endnotes.) (SM)

ED 452 328 UD 034 153

Zedlewski, Sheila R.; Alderson, Donald W.
Before and after Reform: How Have Families on Welfare Changed? New Federalism: National Survey of America's Families, Series B, No. B-32. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 10p.; Also funded by the Stuart Foundation. In collaboration with Child Trends. Based on results from "Families on Welfare in the Post-TANF Era: Do They Differ from Their Pre-TANF Counterparts?" (Zedlewski and Alderson). Presented at the Annual Meeting of the American Economics Association (New Orleans, LA, January 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Employment Patterns; Ethnicity; *Family Characteristics; Health Needs; Mothers; One Parent Family; Racial Differences; *Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Barriers to Participation; *Temporary Assistance for Needy Families
This report examines data on differences between 1997 and 1999 recipients of Temporary Assistance for Needy Families (TANF). Data came from two rounds of the National Survey of America's Families. The number of single parents on welfare who reported living with a partner doubled between 1997 and 1999. There was

programs and services; and (8) to recruit and retain excellent employees, including offering faculty and staff development programs. (JA)

ED 451 844 JC 010 274

Western Iowa Tech Community College Strategic Plan: 2000-2003.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); College Outcomes Assessment; Community Colleges; *Educational Improvement; *Institutional Mission; Organizational Objectives; *Strategic Planning; Two Year Colleges

The Western Iowa Tech Community College's (WITCC's) Strategic Plan 2000-2003 is the result of a year-long process in three distinct phases. The first phase was an assessment of the 1998-2000 Strategic Plan. The second phase had staff and faculty identify issues perceived as critical to the future of the college. During the third phase, objectives and strategies for each goal were developed. This plan outlines 25 goals grouped into 5 common themes of college operations: Enrollment Growth and Student Services; Governance and Ethics; Academic Community, Curriculum, and Instructional Technology; Fiscal Management, Resource Development, and Facilities; and Global Citizenship and Educational Partnerships. Specific goals include: (1) developing and implementing a plan and systems for managed enrollment growth for the next three years; (2) strengthening the tradition of local control for community colleges through cooperative efforts among regional community college boards; (3) developing an academic community among students, faculty, and staff; (4) expanding community education with an emphasis on community education opportunities in rural communities and at rural campuses; and (5) increasing financial support through the development of new sources of funding. This plan also discusses the college's background and presents accreditation criteria. (JA)

ED 451 845 JC 010 276

Fisher, Donald C.
Austin Community College Malcolm Baldrige National Quality Program Institutional Self-Assessment Report. Baldrige Assessment Feedback by Category.
PUB DATE- 00
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; *Institutional Evaluation; Leadership; *Quality Control; *Self Evaluation (Groups); *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This self-assessment report is intended to serve as the foundation for Austin Community College (ACC) (Texas) to build a common language and to facilitate communication about performance excellence. Using the Baldrige Criteria in the areas of leadership, strategic planning, student and stakeholder focus, information and analysis, faculty and staff focus, educational and support process management, and institution performance results, campus interviews were of student enrollment; and (2) academic majors accounted for 59% (technical majors comprised 41%) of total FTIC enrollments (compared to 62% and 35% respectively in fall 1998). Contains 149 tables and charts. (PGS)

ED 451 865 JC 010 302

The Mission Project: Building a Nation of Learners by Advancing America's Community Colleges.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Community Colleges; Leadership; *Mission Statements; *Organizational Objectives; *Social Values; *Strategic Planning; Two Year Colleges; Values Clarification
IDENTIFIERS- American Association of Community Colleges

This document describes the American Association of Community Colleges (AACC), its new mission and vision statements, and a recommended set of strategic action areas deemed essential to creating the future described in the mission and vision statements. The proposed AACC mission statement reads: "building a nation of learners by advancing America's community colleges." AACC core values, representing the set of beliefs upon which all its actions and policies are premised, include integrity, excellence, leadership, learning, diversity, commitment, and connectedness. AACC intends to act as a bold leader in creating a nation where all have access to the learning needed to participate productively in their communities and in the economy. AACC intends to be an agile, aggressive leader promoting better understanding of community colleges as essential resources for the nation's vitality. Proposed strategic action initiatives are concentrated in five areas: (1) national recognition and advocacy for community colleges; (2) economic and workforce development; (3) leadership development; (4) learning and accountability; and (5) connectedness across AACC membership. (PGS)

ED 451 866 JC 010 306

Temple University Persistence Rates for Community College of Philadelphia Transfer Students. Report #118.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Transfer Students; Community Colleges; Followup Studies; Higher Education; Outcomes of Education; *Time to Degree
IDENTIFIERS- *Community College of Philadelphia PA; Graduation Rates; *Temple University PA

Temple University has been the transfer institute most frequently attended by Community College of Philadelphia graduates and former students. This report provides short and long-term persistence rates of college students who transfer to Temple University (Pennsylvania). During fall semesters between 1988 and 1998, 22,248 students were admitted to Temple with transfer standing. Included among this total are 7662 (34.4%) students

Findings indicated that students felt more safe when in closed areas characterized by more adult monitoring (in their classrooms), and least safe in open, less closely monitored areas (on the playground). Self-reports and peer reports of victimization were related and were associated with safety in the classroom and at recess, although teacher reports were unrelated to self-reports and were associated only with classroom safety. The findings have implications for creating safer school environments. (Contains 12 references.) (Author/KB)

ED 451 886 PS 029 201

Ykema, Freerk
The Rock and Water Course: Teaching Boys Self Control, Self Respect and Self Confidence.
SPONS. AGENCY- Newcastle Univ., Callaghan (Australia). Family Action Centre.
PUB DATE- 00
NOTE- 12p.; A national initiative of the Men and Boys Program, Family Action Centre, the University of Newcastle, Australia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Bullying; Course Descriptions; Elementary Secondary Education; Emotional Development; Empathy; Foreign Countries; *Males; *Moral Development; Prevention; *Self Concept; Self Control; Self Esteem; Sexual Harassment; *Values Education
IDENTIFIERS- *Identity Formation; Netherlands; Self Awareness

Based on the view that boys need real support in growing to manhood, especially in societies where traditional role patterns are changing, the Rock and Water program was developed in the Netherlands to focus on guiding boys ages 10 to 15 years in the growth to manhood. This paper describes the program, which is centered around the themes of safety and integrity. The program goals are: (1) to assist boys in their development to adulthood; (2) to focus on developing self confidence, self knowledge, self respect, boundary awareness, self awareness, and intuition; (3) to develop moral standards and values; and (4) to assist boys in dealing with power, strength, and powerlessness. The first 8 lessons of the program are suitable for 10- to 12-year-olds, with the remaining 6 lessons appropriate for boys 14-year-old and older. Physical exercises are linked with mental and social skills; the program's framework of exercises and thoughts about boys and manhood assists boys to become aware of purpose and motivation in their lives. Topics include intuition, body language, mental power, empathy, positive thinking and visualizing, bullying, sexual harassment, homophobia, life goals, desires, and following an inner compass. Also included in the paper is information on workshops for training teachers to use the Rock and Water Program. An outline of the Rock and Water course completes the paper. (KB)

ED 451 887 PS 029 330

Blood, Margaret
Our Youngest Children: Massachusetts Voters and Opinion Leaders Speak Out on Their Care and Education. A Report on the Findings from Strategies for Children.
SPONS. AGENCY- Caroline and Sigmund Schott Foundation, Cambridge, MA.; Boston Globe Foundation, MA.; Child Care Resource Center, Cambridge, MA.; Work/Family Directions, Boston, MA.; Boston

quality child care programs will yield such crime reductions and other benefits that California will have substantially more money for other purposes in the years ahead. Chapter 7 presents a call for action from California's leading sheriffs, police chiefs, district attorneys, and crime victims to make necessary investments in providing access to quality child care. The report concludes with recommendations for California policymakers. Appended is an overview of major California Child Care Assistance Programs. (Contains 94 endnotes.) (KB)

ED 451 904 PS 029 359

Cabrera, Natasha J.; Tamis-LeMonda, Catherine S.; Lamb, Michael E.; Boller, Kimberly
Measuring Father Involvement in the Early Head Start Evaluation: A Multidimensional Conceptualization.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 16p.; Paper presented at the National Conference on Health Statistics (Washington, DC, August 2-3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Early Intervention; Evaluation Research; Family Involvement; Family Programs; *Fathers; Infants; *Low Income Groups; Measurement Objectives; Parent Child Relationship; *Parent Participation; Preschool Children; Preschool Education; *Program Evaluation; Toddlers
IDENTIFIERS- *Early Head Start

Early Head Start (EHS) is a comprehensive, two-generation program that includes intensive services that begin before the child is born and concentrate on enhancing the child's development and supporting the family during the critical first 3 years of a child's life. This paper discusses approaches to measuring father involvement in their children's lives and examines specific measurement methods used in the Father Studies of the Early Head Start Evaluation Project. In addition, the paper highlights lessons from the field that have emerged as father involvement is measured in the ongoing EHS project. Father involvement is described as a multidimensional, continually evolving concept. Time use measures of father involvement are described, and various models of involvement are presented. The paper notes limitations of existing instruments, including the questionable validity of self-report, the often interchangeable use of generic fathering versus child-specific fathers, and the limited generalization of findings from middle-class, European American groups to other groups. The paper describes the EHS program, summarizing the 17 EHS program sites participating in the national evaluation and local research and representing a diversity of locations, populations, culture, ethnicity, and urban-rural settings. Four strands of father studies planned are detailed: (1) interviews with fathers of 24- and 36-month-olds; (2) study of mothers and fathers of newborns; (3) study of strategies used by programs to engage fathers and father figures; and (4) local research studies focused on fatherhood issues significant to local populations. Measurement instruments are then detailed, including questionnaires and videotaped father-child interactions that will yield both qualitative and quantitative data. Finally, the paper explores some of the challenges in assessing father involvement among

Services; Low Income Groups; Objectives; *Preschool Children; *Preschool Education; Program Descriptions
IDENTIFIERS- Early Head Start; *North Dakota; Program Characteristics; *Project Head Start

The Head Start program, a comprehensive child development program designed to increase the social competence of children in low-income families and children with disabilities and to improve their chances of school success, has been in North Dakota since 1965. This report describes the objectives of the Head Start program, the North Dakota Head Start Association, and the State Collaboration Office; presents information on the administration of Head Start in North Dakota; and describes program options in the state for 1997-1998. The report also delineates eligibility criteria and program services. Parent and staff training opportunities are described. A map details the location of North Dakota Head Start and Early Head Start grantees. The report concludes with 1-page profiles of the 14 Head Start and 4 Early Head Start programs. Each profile includes the following information in addition to contact information: (1) grantee name; (2) number of staff; (3) number of child development staff; (4) number of child development staff with degrees; (5) number of volunteers; (6) number of classrooms; (7) counties served; (8) enrollment, both ACYF-funded and total; (9) program options; (10) racial/ethnic background of children served; (11) number and location of centers; (12) medical services received; (13) head of household employment status; (14) number of families served; (15) families' income levels; and (16) family characteristics. (KB)

ED 451 923 PS 029 383

Head Start of North Dakota, 1998-99.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 36p.; For 1997-1998 report, see PS 029 382; for 1999-2000 report, see PS 029 384; and for Head Start of North Dakota videotape, see PS 029 385. Prepared by the North Dakota Head Start Association and the Head Start-State Collaboration Office Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; American Indians; *Client Characteristics (Human Services); Eligibility; Integrated Services; Low Income Groups; Objectives; *Preschool Children; *Preschool Education; Program Descriptions
IDENTIFIERS- Early Head Start; *North Dakota; Program Characteristics; *Project Head Start

The Head Start program, a comprehensive child development program designed to increase the social competence of children in low-income families and children with disabilities and to improve their chances of school success, has been in North Dakota since 1965. This report describes the objectives of the Head Start program, the North Dakota Head Start Association, and the State Collaboration Office; presents information on the administration of Head Start in North Dakota; and describes program options in the state for 1998-1999. The report also delineates current eligibility criteria, program services, and parent and staff training opportunities. A map details the location of North Dakota Head Start and Early Head Start grantees. The report concludes with 1-page profiles of the 13 Head Start and 5 Early Head Start programs. Each profile

(120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Cultural Awareness; Cultural Influences; *Cultural Pluralism; *Culturally Relevant Education; Curriculum Development; *Curriculum Problems; Developmentally Appropriate Practices; Early Childhood Education; Educational Practices; Elementary School Curriculum; *Multicultural Education; Power Structure; Preschool Curriculum; Reflective Teaching; Teacher Role; *Young Children

Based on the view that the group orientation to multicultural education reinforces group stereotyping and seldom allows acknowledgement of diverse children's unique capabilities and differences or helps children build self-identity while learning to appreciate others, this paper presents and discusses contemporary cultures of young children's lives relative to a notion of "lived" early childhood curriculum that is developmentally and culturally conscious. Using an ethnographic and heuristics perspective, the life stories and schooling experiences of five young children were synthesized to convey the contemporary cultures of young children and families. The resulting vignettes with contextual information and the researcher's heuristics were analyzed from the perspectives of developmentally and culturally appropriate practice, cultural pluralism, critical pedagogy, and emancipatory knowledge. The paper highlights these vignettes to argue that the predominant view of multiculturalism incorporating an everlasting power struggle no longer provides a congruent intellectual framework for appreciating young children's current and future living and learning situations. Young children are shown to exhibit a capability of deconstructing power issues in a peaceful and empowering fashion. A model of cultural complexity in early childhood education incorporating awareness of social and cultural pluralism, critical pedagogy, and emancipatory knowledge in order to value multiple perspectives is presented. The paper advocates a "lived" curriculum that involves a "teachable moment" orientation, responding to each individual child's emerging interests, and promoting shared-power decisions and negotiations in learning and teaching. (Contains 76 references.) (KB)

ED 451 942 PS 029 405

Hwang, Young Suk; Gorrell, Jeffrey
Young Children's Awareness of Self-Regulated Learning (SRL).
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; Goal Orientation; *Kindergarten Children; Learning Strategies; *Metacognition; Planning; Primary Education; *Problem Solving; *Success
IDENTIFIERS- *Self Regulated Learning

Self-regulated learning (SRL) is the process through which individuals direct and sustain their awareness, behaviors, and motivation to optimize their learning or to reach goals. Noting that very little research has been conducted on young children's SRL, this study examined 40 kindergarten children's SRL by investigating: their awareness while watching two applications on topical issues in the field such as equity and fairness in observing young children, gender identities in the early years, and working with nontraditional families. The chapters are: (1) "From Identity to Identities: Increasing Possibilities in Early Childhood Education" (Susan Grieshaber and Gaile S. Cannella); (2) "Personal Stories: Early Childhood Educators and Reconceptualized Identities" (Gaile S. Cannella and Susan Grieshaber); (3) "Miss Nelson Is Missing! Teacher Sightings in Research on Teaching" (Sharon, Ryan, Mindy Ochsner, and Celia Genishi); (4) "Advocacy and Early Childhood Educators: Identity and Cultural Conflicts" (Susan Grieshaber); (5) "A Reconstructed Tale of Inclusion for a Lesbian Family in an Early Childhood Classroom" (Janice Kroeger); (6) "Equity Observation and Images of Fairness in Childhood" (Sheralyn Campbell and Kylie Smith); (7) "A Messy Closet in the Early Childhood Classroom" (Rachel Theilheimer and Betsy Cahill); (8) "Fractured or Manufactured: Gendered Identities and Culture in the Early Years" (Patrick Hughes and Glenda Mac Naughton); (9) "Reflections on Collectivism in Early Childhood Teaching in Aotearoa/New Zealand" (Jennie Ritchie); (10) "Racial and Ethnic Mirrors: Reflections on Identity and Voice from an Asian American Educator" (Susan Matoba Adler); (11) "Postcolonial Ethnography, Young Children, and Voice" (Radhika Viruru and Gaile S. Cannella); and (12) "Conclusions: Identities and Possibilities" (Gaile S. Cannella and Susan Grieshaber). All chapters contain references. (KB)

ED 451 959   PS 029 422

Mintrom, Michael
Achieving Quality Early Childhood Education for All: Insights from the Policy Innovation Diffusion Research. Working Paper Series.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advocacy; *Change Strategies; *Day Care; Diffusion (Communication); *Early Childhood Education; *Educational Quality; Innovation; Linking Agents; *Public Policy; Resistance to Change
IDENTIFIERS- *Day Care Quality; Policy Research; State Policy

Based on the view that major changes in the social and economic context in the United States require major policy changes related to early childhood education, this paper examines the factors supporting public policy changes and how advocates for change in early childhood education might incorporate effective strategies. The paper is presented in two parts. Part 1 reviews the research on state policy settings and the factors that tend to support policy change. This part focuses attention on the ways that state policymakers appear to learn from what is going on elsewhere and incorporate new ideas into their policy agendas. Several strategic implications for advocates of policy change are presented, such as brainstorming a list of potential obstacles to the introduction of a policy innovation or shaping the debate so the public will support change. Part 2 of the paper takes these general strategic implications and considers their relevance to efforts to achieve early childhood education for all in the United States. Ways that advocates might usefully build on various promising initiatives and ideas are suggested. The paper maintains that advocates for change must constantly build their knowledge concerning what works and what supplementary support and capital support are described. Appendices contain information on the Division scolaire franco-manitobaine, school choice and transportation funding, adult learning centres, transportation funding rates, and bus depreciation. (SV)

ED 451 977   RC 022 885

Koliba, Christopher
Democracy and Education, Schools and Communities Initiative: Conceptual Framework and Preliminary Findings.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Citizenship Education; Citizenship Responsibility; Classroom Environment; *Democracy; Educational Cooperation; Elementary Secondary Education; Experiential Learning; Participative Decision Making; Progressive Education; *Role of Education; Rural Schools; *School Community Relationship; *School Culture; *Service Learning
IDENTIFIERS- *Place Based Education; Vermont

Nine rural Vermont schools committed to linking to their local communities are participating in an ongoing study of how manifest curricula (what is taught) and latent curricula (how classes are taught and schools are governed) influence development of student dispositions toward democratic participation. This paper presents preliminary findings from the first year. In some schools that gave students opportunities to practice democratic values and that had a vision of how service learning or a curriculum of place relates to the school mission, school-community relations improved and the student body developed a sense of civic responsibility. The major factors impacting a school's adoption of service learning were school board support, collaborative leadership, common philosophies of education among teachers and staff, and adequate resources and professional development opportunities. Service-learning and related experiential education opportunities engaged alienated and marginalized students. Most service-learning projects lacked strong ties to the traditional curriculum and strong reflection components, and few service-learning efforts emphasized complex social problems, human rights issues, environmental awareness, or social justice. Barriers to fuller implementation and sustainability of existing efforts include inadequate preparation time, transportation, and resources; uncertainty over where to place emphasis and how experiential learning meets academic standards; philosophical conflicts over the role of education; perceived limitations of students; high stakes testing; and the entrenched authoritarian and anti-democratic organizational structure and mindset of current schooling. (TD)

ED 451 978   RC 022 889

Saggio, Joseph J.
The Influence of Institutional Culture on Institutional Choice and Post-Freshman Persistence of American Indian/Alaska Native Students at a Bible College.
PUB DATE- 01
NOTE- 22p.; Paper presented to the Annual Graduate Student Conference on American Indian Research (1st, Phoenix, AZ, February 8, 2001).

Linguistic Evolution through a History of Urbanization" (Octaviana V. Trujillo); "Is Urban a Person or a Place? Characteristics of Urban Indian Country" (Susan Lobo); "Retribalization in Urban Indian Communities" (Terry Straus, Debra Valentino); "And the Drumbeat Still Goes On...Urban Indian Institutional Survival into the New Millennium" (Joan Weibel-Orlando); "Continuing Identity: Laguna Pueblo Railroaders in Richmond, California" (Kurt M. Peters); "Feminists or Reformers? American Indian Women and Community in Phoenix, 1965-1980" (Paivi Hoikkala); "The Cid" (Julian Lang); "An Urban Platform for Advocating Justice: Protecting the Menominee Forest" (David M. Beck); "Urban (Trans)Formations: Changes in the Meaning and Use of American Indian Identity" (Angela A. Gonzales); "'This Hole in Our Heart': The Urban-Raised Generation and the Legacy of Silence" (Deborah Davis Jackson); "Weaving Andean Networks in Unstable Labor Markets" (Alex Julca); "Red Wit in the City: Urban Indian Comedy" (Darby Li Po Price); "Healing through Grief: Urban Indians Reimagining Culture and Community" (Renya Ramirez); "Downtown Oklahoma City: 1952" (Victoria Bomberry); and "Rejection and Belonging in Addiction and Recovery: Four Urban Indian Men in Milwaukee" (Christine T. Lowery). (Contains references and an index.) (SV)

ED 451 995 RC 022 932

Ball, Jessica; Pence, Alan
Constructing Knowledge and Training Curricula about Early Childhood Care and Development in Canadian Aboriginal Communities.
PUB DATE- 01
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 12, 2001)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Canada Natives; *College Programs; *Culturally Relevant Education; *Curriculum Development; Early Childhood Education; Foreign Countries; Higher Education; Outcomes of Education; Partnerships in Education; Program Evaluation; Reservation American Indians; *School Community Programs; Tribally Controlled Education
IDENTIFIERS- Canada; Intergenerational Transmission

The Meadow Lake Tribal Council (MLTC) (Saskatchewan) and the University of Victoria (British Columbia) developed a bicultural postsecondary training curriculum in early childhood care and development that incorporated both Euro-Western and Aboriginal knowledge. Since the MLTC sought curricula using representative Cree and Dene cultures rather than generic pan-Aboriginal culture, seven groups of Aboriginal communities partnered with the university to co-construct a 2-year curriculum delivered entirely in their communities. Tribal elders played key roles in developing the curriculum. A steering committee in each community had responsibility to raise funds; recruit instructors, students, elders, and practicum supervisors; and provide facilities and supports for teaching and learning. Four of the community groups were able to recruit Native American instructors. A 2-year evaluation using interviews, questionnaires, focus groups, participant observations, community forums, and record reviews was completed in 2000. Positive program impacts included unprecedented high rates of Aboriginal student retention, program completion, leadership, and application of training to relevant vocations within their communities; revitalization of increased their E-Rate use between Years 1 and 2. After a Year-1 application rate of only 35 percent, BIA schools had the highest Year-2 rate of any group of schools analyzed--over 95 percent--and received over 3 times the national average in per-student funding commitments. Total commitments to BIA schools in Year 2 were over $6 million. All BIA applicants were funded. BIA Year-2 application rates were higher than other schools with similar levels of poverty and rural/urban location and much higher than other schools with 100 percent American Indian enrollment. (SV)

ED 452 013 RC 022 950

Pindus, Nancy M.
Implementing Welfare Reform in Rural Communities.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Characteristics; Educational Attainment; Educational Needs; Employment Opportunities; *Program Implementation; *Rural Areas; Social Capital; State Programs; Welfare Recipients; *Welfare Reform
IDENTIFIERS- Access to Services; *Barriers to Implementation

This paper is part of a broader study considering effects of welfare reform on households in rural areas. This report describes the findings of qualitative research, which examined welfare reform implementation and availability of services in 12 rural communities in Alabama, Arkansas, California, and Maine. The study sites were diverse in terms of geographic isolation, unemployment rate, and racial composition. In each location, welfare staff, service providers, and community representatives were asked about implementation of work requirements, time limits, and other provisions of welfare reform; recipients' access to jobs and services; and the most serious barriers to implementation in rural areas. Employment opportunities varied greatly across sites, but all sites reported that most jobs obtained by welfare recipients paid the minimum wage and offered few possibilities of advancement. Education played an important role in determining a community's economic prospects and the potential for welfare recipients to attain self-sufficiency. Low education levels were a major barrier at seven sites, and at two of these, the quality of public schools was particularly poor. Community social capital--its capacity to assist its neediest citizens--was reflected in socially supportive attitudes in 10 communities. Although most communities were poor, the variation in their ability to provide a safety net for the poor was noteworthy. Promising practices were identified in the areas of education and training, transportation and accessibility, supportive services, and community involvement. An appendix presents site profiles. (SV)

ED 452 014 RC 022 951

Han, Dongping
The Unknown Cultural Revolution: Educational Reforms and Their Impact on China's Rural Development. East Asia: History, Politics, Sociology, Culture. A Garland Series.
SPONS. AGENCY- Vermont Univ., Burlington.; Brandeis Univ., Waltham, MA.; Spencer Foundation, Chicago, IL.
PUB DATE- 00

internalizing new use of multiplication through classroom instruction: A case study" (Keiko Hino); (8) "Understanding linear algebraic equations via super-calculator representations" (Ye Yoon Hong, Mike Thomas, and Oh-Nam Kwon); (9) "The relation of Mozambican secondary school teachers to a mathematical concept: The case of limits of functions" (Danielle Huillet and Balbina Mutemba); (10) "The meaning of terms concerning the time ordering for first grade students: The influence of cultural background" (Sonia Igliori, Cristina Maranhao, and S. Sentelhas); (11) "The relationships between fluency and flexibility of divergent thinking in open ended mathematics situation and overcoming fixation in mathematics on Japanese junior high school students" (Toshihiro Imai); (12) "A case study of student emotional change using changing heart rate in problem posing and solving Japanese classroom in mathematics" (Masami Isoda and Akemi Nakagoshi); (13) "Using students' statistical thinking to inform instruction" (Graham A. Jones, Cynthia W. Langrall, Carol A. Thornton, Edward S. Mooney, Arsalan Wares, Bob Perry, Ian J. Putt, and Steven Nisbet); (14) "The student experience of online mathematics enrichment" (Keith Jones and Helen Simons); (15) "Epistemological features in the mathematics classroom: Algebra and geometry" (Maria Kaldrimidou, Haralambos Sakonidis, and Marianna Tzekaki); (16) "What do we remember when it's over? Adults' recollections of their mathematical experience" (Ronnie Karsenty and Shlomo Vinner); (17) "Acquiring the concept of derivative: Teaching and learning with multiple representations and CAS" (Margaret Kendal and Kaye Stacey); (18) "Year 6 students' progression on the core mathematics course of an integrated learning system" (Gillian C. Kidman, Annette R. Baturo, Tom J. Cooper, and Romina Proctor); (19) "Solving multiplicative word problems with decimal fractions: The effects of proportional reasoning and metacognition" (Tadayuki Kishimoto); (20) "Does a research based teacher development program affect teachers' lesson plans?" (Ronith Klein and Dina Tirosh); (21) "A research on the validity and effectiveness of 'two-axes process model' of understanding mathematics at elementary school level" (Masataka Koyama); (22) "The effects of different instructional methods on the ability to communicate mathematical reasoning" (Bracha Kramarski); (23) "Narrative elements in mathematical argumentations in primary education" (Gotz Krummheuer); (24) "Changing teaching methods in school mathematics: An analysis of some episodes from classes" (Marie Kubinova, Jiri Mares, and Jarmila Novotna); (25) "Development of concepts for division in third grade teaching experiments: From the viewpoint of the dual nature of concepts and symbolizing processes" (Koichi Kumagai); (26) "Moving between mixed-ability and same-ability settings: Impact on learners" (Bilha Kutscher and Liora Linchevski); (27) "A developmental assessment of pupils u

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ED 452 034 SE 064 496

Nakahara, Tadao, Ed.; Koyama, Masataka, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME) (24th, Hiroshima, Japan, July 23-27, 2000), Volume 4.
PUB DATE- 00
NOTE- 314p.; For volumes 1-3, see SE 064 993-995.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Cultural Influences; *Educational Assessment; Elementary Secondary Education; Functions

the experimental group. The null hypothesis of this experiment stated that there would not be a difference between those students that experienced traditional mathematical instruction to those who received the extra word problems at the 0.05 level of significance as measured by the book tests. According to the results, there was a 0.081 level of significance; therefore, the researcher retained the null hypothesis. At the beginning of the experiment (during the traditional instruction), the students seemed unsure about the steps of problem solving, and they were stuck on the idea that there is only one way to solve a math problem. By the end of the experiment, especially during the units with the extra word problem at the beginning, the students were looking for different ways to solve problems, and their answers were more detailed. The students could tell another person exactly how they solved the problem, and they had developed a true understanding of why their method worked as well as one or two other methods in the class. (Contains 43 references.) (Author/ASK)

ED 452 055 SE 064 654

Poisson, Muriel, Ed.
Science Education for Contemporary Society: Problems, Issues and Dilemmas. Final Report of the International Workshop on the Reform in the Teaching of Science and Technology at Primary and Secondary Level in Asia: Comparative References to Europe (Beijing, China, March 27-31, 2000).
PUB DATE- 01
NOTE- 147p.; For a workshop country report on China, see SE 064 554.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biodiversity; Educational Change; Elementary Secondary Education; Foreign Countries; *Science and Society; *Science Curriculum; *Teacher Education; Technology
IDENTIFIERS- Asia

This report is divided into five parts. Part One entitled "Science Education for Contemporary Society: Problems, Issues and Dilemmas," explores the contemporary relationship between science and society and studies how current practices in science teaching are based on a number of myths or assumptions that are not always justified. It also examines existing obstacles to change and ends with suggesting some elements of remediation. Part Two and Part Three address "Current Trends and Main Concerns as Regards Science Curriculum Development Implementation in Selected States in Asia and in Europe." Each case study focuses first on the status of teaching science and technology in the country, secondly on the main problems in teaching science and technology, thirdly on recent reform, and fourth on innovative use of non-school resources. Part Four, "New Approaches in Science and Technology Education," presents four contributions focusing on key issues for science teaching. Part Five contains an overview of "The Challenges to Be Faced in Order to Progress towards a Greater Coherence and Relevance of Science and Technology Teaching." (SAH)

ED 452 056 SE 064 655

Archie, Michele
EETAP Celebrates: Five Years of Advancing Education & Environmental Literacy...and Next Steps.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Constructivism (Learning); Curriculum Development; Educational Change; Elementary Education; *Elementary School Science; *Elementary School Teachers; *Faculty Development; Foreign Countries; Instructional Materials; Learning Processes; *Science Instruction; *Teaching Methods
IDENTIFIERS- *Taiwan

The purpose of this study was to investigate the changes of the teachers' teaching practices through a collaborative action research project. The researcher and eight elementary science teachers established a collaborative relationship. The Constructivist Rationale and Teaching Model was introduced to the participant elementary science teachers. Then these teachers worked in-group to design, implement, and evaluate their curriculum. Data were collected mainly by means of classroom observations, teacher interviews, document reviewed, and the survey of a classroom climate questionnaire to investigate the changes of teaching practices. The qualitative data was transcribed and sorted to form tentative assertions. The teaching videotapes were checked according to "Teaching Practices Checklist." The t-test was used to analyze the data from the questionnaire. The findings indicated that: (1) the teachers adopted the teaching sequence as suggested and they showed some constructivist behaviors instead of non-constructivist behaviors during each stage; (2) all teachers reflected on their planning and classroom actions to induce their professional development; and (3) seven teachers' building classroom climate was as good as or more positive than before on seven of the questionnaire. (Contains 27 references.) (Author/ASK)

ED 452 079 SE 064 681

Kindergarten to Grade 9 Mathematics Resources: Annotated Bibliography. Common Curriculum Framework.
PUB DATE- 00
NOTE- 34p.; For other related frameworks and annotated bibliographies, see ED 424 102, ED 439 028, ED 394 793, and SE 064 682. The Western Canadian Protocol is made up of governments of Manitoba, Saskatchewan, British Columbia, Yukon Territory, Northwest Territories, and Alberta.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Elementary Education; Foreign Countries; *Instructional Materials; Junior High Schools; *Mathematics Curriculum; *Mathematics Instruction; Resource Materials
IDENTIFIERS- *Canada (West)

This annotated bibliography identifies the new English-language resources with new components endorsed by all Western Canadian Protocol (WCP) jurisdictions implementing the Common Curriculum Framework for K-12 Mathematics for Kindergarten to Grade 9. Resources listed in this annotated bibliography were selected through a collaborative and intensive review process based on their high level of fidelity to the rationale, philosophy, mathematical processes, and outcomes of the Common Curriculum Framework. These resources underwent an intensive review and were found to be the most suitable of those submitted. The resources are organized first by grade, then alphabetically by title. Resources that are suitable at more than one grade appear in each of the applicable grades, thus providing a

Asia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; *Chinese Culture; Culture; Current Events; Foreign Countries; Geography; Global Education; *International Relations; *Korean Culture; Map Skills; Middle Schools; Social Studies
IDENTIFIERS- China; Japan; South Korea

This document contains five middle school lesson plans that teach about East Asia, focusing on Japan, China, and Korea. Lessons deal with geography, history, cultural comparisons, and trade relations. Lesson plans include background information, materials needed, extension and enrichment ideas, a lesson script, a rubric, a list of resources, and blackline masters for students. (RJC)

ED 452 102 SO 030 661

Ainley, John; Batten, Margaret; Collins, Cherry; Withers, Graeme
Schools and the Social Development of Young Australians.
PUB DATE- 98
NOTE- 188p.; A project funded by the Commonwealth Department of Employment, Education, Training and Youth Affairs.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; Educational Research; Elementary Secondary Education; Foreign Countries; *Interpersonal Competence; Questionnaires; School Surveys; *Social Development; *Student Attitudes; Student Surveys; Teacher Surveys
IDENTIFIERS- *Australia

Education authorities and schools throughout Australia articulate a range of goals when they comment on the purposes of schooling. Those goals include development of the skills with which a young person might come to understand the world and earn a living. This report concerns a study designed to investigate systematically how Australian schools provide for the social development of young people. The report presents a picture of the responses of young Australians to questions about how importantly they regard issues concerned with relating to others, community well being, social rules and conventions, how interested they are in continued learning, their self confidence, and their sense of optimism for the future. It goes beyond a description of social outcomes in these areas by reporting on variations among students and their schools according to year level, individual characteristics such as gender and social background, and characteristics of their schools. The report explains that the research project was conducted in two consecutive stages: the first stage was the definition and mapping phase involving descriptive aspects and review of the literature; the second stage involved collection and analysis of data from a survey of schools (n=324), teachers (n=2646), and students (n=8144) in a nationally representative sample of schools. Contains 32 tables, 6 figures, and 124 references. Appendices provide survey details and a sample questionnaire. (BT)

ED 452 103 SO 030 918

Veninga, James F.
The Humanities and the Civic Imagination: Collected Addresses and

Fanning; Sarah Flannery; Bill Gates; Laura Groppe; Grace Murray Hopper; Steven Jobs; Rand Miller; Robyn Miller; Shigeru Miyamoto; and Steve Wozniak. Contains a cumulative index, a general index, a places of birth index, and a birthday index. (BT)

ED 452 123 SO 032 682

Croddy, Marshall; Degelman, Charles; Hayes, Bill
The Challenge of Governance. Teacher's Guide and Student Text . W.M. Keck Foundation Series.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.
PUB DATE- 01
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agenda Setting; *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Civics; Court Role; Critical Thinking; *Government Role; High Schools; *Political Issues; Public Policy; Social Studies; Teaching Guides; Thinking Skills; United States Government (Course); Voting
IDENTIFIERS- *National Civics and Government Standards

This teacher's guide and student text is the fourth volume in the W. M. Keck Foundation Series. The guide, which is designed to provide instructional support for classroom use of "The Challenge of Governance," gives teachers an opportunity to review content from the National Standards for Civics and Government for High School with students in a systematic and comprehensive manner. In addition, the materials use interactive methodology that provides students with intellectual and critical thinking skill building, also required by the standards. The guide provides recommended lesson sequences incorporating readings, directed discussions, and interactive activities supported by reproducible handouts. Each lesson is structured with an overview, learning objectives, standards addressed, preparation needed for the lesson, and step-by-step procedures. The student text considers one of the basic challenges of every society: establishing and maintaining a proper government. The text is designed to supplement U.S. government courses and to help students gain proficiency in meeting the National Standards for Civics and Government. The text also provides background readings, directed discussions, and interactive activities addressing both intellectual and participatory skill development. Both the teacher's guide and the student text contain the following lessons: (1) "The Constitution and Governance"; (2) "Constitutional Limitations on Government"; (3) "A Democratic Republic"; (4) "The Civil Society"; (5) "Diversity and Equality"; (6) "Conflicts"; (7) "National Government and Taxation"; (8) "State and Local Government"; (9) "The Role of the Judiciary"; (10) "Setting the Public Agenda"; (11) "Voting and Selecting Political Leaders"; (12) "Public Policy"; (13) "America's Foreign Policy"; (14) "America and New Global Realities"; (15) "Citizenship and Rights"; and (16) "Civic Participation and Responsibility." (BT)

ED 452 124 SO 032 685

Martz, Carlton
Wealth and Power.

*Drama; Dramatics; High Schools; State Curriculum Guides; *State Standards; *Theater Arts; *Visual Arts
IDENTIFIERS- *Ohio

This Ohio model competency-based arts program connects the four arts (dance, drama/theater, music, visual art) with educational, historical, personal, and social contexts in order to bring relevance and understanding to all students. The document is intended to provide guidance to local Ohio school districts in creating their own arts programs. The booklet provides suggested performance objectives, suggested instructional objectives, recommended strategies for assessment, and a recommended program of interventions services. Grade level performance and instructional objectives are provided. (EH)

ED 452 145 SO 032 733

Purposes, Principles, and Standards for School Art Programs.
PUB DATE- 99
NOTE- 39p.; For standards for art teacher preparation, see SO 032 734.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Art Activities; *Art Education; *Educational Trends; Elementary Secondary Education; Position Papers
IDENTIFIERS- *National Art Education Association

In 1967, the National Art Education Association published an official position statement, "The Essentials of a Quality School Art Program," intended for use by individuals and groups responsible for elementary and secondary school art programs in the United States. This updated version presents, as nearly as possible, a consensus of earnest, experienced judgment in the profession. The update is divided into the following parts: (1) "Purposes and Principles for School Art Programs"; (2) "What Students Should Know and Be Able To Do in the Visual Arts"; (3) "Current Trends in Art Education"; (4) "Standards"; (5) "Glossary"; and (6) "NAEA Program Standards Award." (BT)

ED 452 146 SO 032 734

Henry, Carole; Banks, Sam; Day, Michael; Dunn, Phil; Fergus, Victoria; Foster, Mary Sue; Galbraith, Lynn; Hatfield, Thomas A.; Hansen, Mark; Young, Bernard
Standards for Art Teacher Preparation.
PUB DATE- 99
NOTE- 26p.; For purposes, principles, and standards for school art programs, see SO 032 733.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Art Education; *Art Teachers; Curriculum Development; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Higher Education; Teacher Education
IDENTIFIERS- National Art Education Association; Teacher Candidates

Colleges and universities engaged in the preparation of art teachers address a broad range of issues. Questions concerning specific education requirements leading to certification, approaches to curriculum development and assessment, in undergraduate educational psychology courses. Qualitative methodology was used to gather data over two semesters, using grounded theory to collect and analyze data. Seven instructors were observed and interviewed regarding their beliefs about upcoming test-feedback sessions and past experiences with such sessions. Following the feedback sessions, instructors were interviewed about their reactions to the session. Several students were also interviewed about their reactions. The test-feedback sessions evoked high levels of emotionality from instructors and students. Instructors held similar beliefs about feedback sessions, which, when added to past feedback experiences, shaped their expectations for future sessions. These expectations led to various strategies for preparing for upcoming sessions. During the sessions, teachers closely monitoring students' emotional responses, experienced strong emotions while delivering feedback, and attempted to implement classroom procedures to deal with their own and their students' emotions (privatizing sessions, discussing other test items, and having other students discuss problematic items with them). Instructors wished to avoid negative confrontations, but they wanted minimal levels of response from students and were frustrated by low levels of response. (Contains 17 references.) (SM)

ED 452 166   SP 039 898

Marx, Gary E.
Instructional and Organizational Change in a School District as the Result of a University Partnership.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Education; *Faculty Development; Field Experience Programs; Graduate Study; Higher Education; Inservice Teacher Education; Masters Degrees; *Partnerships in Education; Urban Education

This paper provides a district perspective on efforts by a college of education and a public school system to increase student achievement in an urban environment using a field-based master's degree program as the vehicle for teacher professional development. The partnership resulted in a unique delivery system for graduate instruction that was job-embedded and was offered to a cohort of elementary teachers as a component of the district's improvement plan. An assistant superintendent served a new role as program co-director, collaborated with university faculty, and helped mediate organizational contextual variables that might otherwise negatively affect teachers' ability to apply what they learned. A theoretical model of school capacity was adapted from the literature and used to frame a qualitative analysis of the impact of the program on the school system. Although it was too soon to observe changes in student achievement measures, there was emerging evidence that the program increased participants' knowledge and skills, positively enhanced the influence of the professional learning community on instructional practice, and improved coherence within the instructional program. (Author)

ED 452 167   SP 039 900

indicate that students consider the museum experience fun; teachers, parents, and community members have increased awareness and knowledge of health issues through participation; and the goal of a planned program of interactive, meaningful health education curricula and instruction has been realized. Next steps include continuing data collection and formative analysis; beginning summative analysis; and designing program indicators and benchmarks for longitudinal measures reflecting overall community health. (SM)

ED 452 186 SP 039 928

Celep, Cevat
Attitudes of Student-Teachers toward Participation in Classroom Discussions.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Conference of Education and Qualification (Stara Zagora, Bulgaria, June 10-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion (Teaching Technique); Educational Attainment; Elementary Education; Foreign Countries; Higher Education; Personality Traits; Preservice Teacher Education; *Student Participation; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- Turkey

This study examines student-teachers' attitudes concerning participation in classroom discussion, investigating their tendencies to initiate classroom discussions and how they would motivate their own students in the future to participate in classroom discussions. The participants, Turkish student-teachers, completed questionnaires that investigated: their attitudes toward motivating students to participate in classroom discussions; their tendencies, as prospective teachers, to motivate their elementary school students to participate in the discussions. Data analysis indicated that most of the teaching staff members were authoritarian regarding classroom discussions and did not motivate students to participate freely in discussions. Since they perceived students negatively when students asserted ideas contrary to their own beliefs, students could not have any open discussions with them. Despite this, student teachers believed they would create more democratic circumstances for their students when they began teaching in their own classrooms. In general it was found that the educational level of the student-teacher's father and personality influenced student participation in classroom discussion. (Contains 15 bibliographic references.) (SM)

ED 452 187 SP 039 929

Measured Steps: An Evaluation Handbook for Improving Teacher Recruitment Programs.
PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; Data Collection; Data Interpretation;

The epistemological beliefs of teacher-credential students were studied to determine if their beliefs change in sophistication after a semester of training. Also studied was the extent of the relationship between academic and home background variables and epistemological beliefs. A convenience sample of 52 white females in their fifth year of college education provided data for the study. A pretest and posttest design was used. The dependent variable was measured by a linear-composite score computed from the 34-item version of M. Schommer's (1990) Epistemological Beliefs Questionnaire. A simple demographic survey and a writing task were included with the questionnaire during the posttest. Findings indicate that the distribution of epistemological beliefs obtained from teacher-credential students is about the same as that obtained from undergraduate teacher majors and junior college faculty. Change to greater levels of epistemological beliefs sophistication was found from pretest to posttest. Individuals with prior teaching experience obtained greater levels of sophistication than individuals with no prior teaching experience. No statistical difference was found between individuals holding different undergraduate majors or from different undergraduate institutions. Correlation coefficients indicated important relationships between home background and the epistemological beliefs of individuals. The writing task provided additional information on the beliefs of individuals about teaching and learning prompted by a teaching scenario that could not be yielded from a questionnaire with a structured format. Based on the results of this study, it is concluded that the epistemological beliefs of individuals change to greater sophistication over a semester of training as the result of increased personal reflection on teaching and learning and obtained teaching experience. An appendix contains the raw score conversion table for the 34-item questionnaire which is included. (Contains 4 figures, 14 tables, and 34 references.) (Author/SLD)

ED 452 207 TM 032 492

Capraro, Mary Margaret; Capraro, Robert M.; Henson, Robin K.
Measurement Error of Scores on the Mathematics Anxiety Rating Scale across Studies.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Mathematics Anxiety; Meta Analysis; *Rating Scales; *Reliability; *Scores
IDENTIFIERS- *Mathematics Anxiety Rating Scale

The Mathematics Anxiety Rating Scale (MARS) (F. Richardson and R. Suinn, 1972) was submitted to a reliability generalization analysis to characterize the variability of measurement error in MARS scores across administrations and to identify possible study characteristics that are predictive of reliability variation. The meta-analysis was performed with 67 studies that met study criteria. In general, the MARS and its variants yielded scores with strong internal consistency and test-retest reliability estimates, although variation was observed. Adult samples were related to lower score reliability compared to other age groupings. Inclusion of total score standard deviation in the regression models resulted in roughly 25% increases in R squared effects. (Contains 3 tables and 44

Middleton, Sue
Researching Pleasures: Care of the Scholarly Self.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). For a related study, see TM 032 513.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Doctoral Programs; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; Research; *Researchers; *Self Concept
IDENTIFIERS- Foucault (Michel); New Zealand; Self Fulfillment

Michel Foucault wrote of the "well-managed life" as one that would require a certain "care of the self." As a preliminary to the exploration of the care of the self as a scholar, this paper explores why scholars choose to live the "researching life" in the first place. The experiences of 57 people who completed Ph.D.s in Education in New Zealand provide the data for this exploration. Interviews with these scholars show the important influences of family, community, and school, and for some, religious values. Whatever the eventual directions their scholarship took, the participants described their childhood and adolescent years as foundational. Many reported an early interest in problem solving. Of these 57 researchers, 31 had at some point taught in the primary schools. Working as a teacher, more than attending college, was likely to have inspired them to become education academics or professional researchers. Success at the master's degree level led them to continue to doctoral programs. For most of those interviewed, the experience of doing the Ph.D. could be conceptualized in terms used by Foucault: as a tension between being subject of disciplinary norms and crafting an independent scholarly self. (Contains 35 references.) (SLD)

ED 452 228 TM 032 513

Middleton, Sue
Making Room: The Place of Academic Study.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). For a study paper, see TM 032 512.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Doctoral Programs; Family Relationship; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; Interpersonal Relationship; Research; *Researchers; *Self Concept; Significant Others
IDENTIFIERS- Foucault (Michel); New Zealand; Self Fulfillment

This study followed 57 New Zealand candidates for a Ph.D. in Education through the years of writing their theses, focusing on their internal struggles and how these affected, and were affected by, those with whom they had close relationships. Their efforts to balance the scholarly, professional, interpersonal, and domestic dimensions of life, a struggle that has been described by Michel Foucault, did not occur in isolation. Interviews described how the various networks of social relations of their households and families were stretched to fit around their scholarship. Their research was carried out in multiple sites, but the working environment most

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *High School Students; High Schools; *Social Studies; Standardized Tests; Test Construction; Test Content; *Test Items; *Test Wiseness
IDENTIFIERS- Georgia; *Georgia High School Graduation Tests

This document is a supplement to the Test Content Description for the Georgia High School Test in Science. The sample items are representative of items on the actual Georgia High School Tests. The strands (major areas) being tested are: (1) World Studies (18% to 20% of the test); (2) United States History since 1865 (18% to 20% of the test); (3) Civics/Citizenship (12% to 14% of the test); (4) Map and Globe Skills (15% of the test); and (5) Information Process Skills (15% of the test). General test taking hints are given, suggesting that students read carefully, consider every choice, guess intelligently, spend test time wisely, and check work carefully. Some sample items with explanations of the answers are given, and other practice items are included with answers but no explanations. A student self-assessment and remediation plan is attached. (SLD)

ED 452 251 TM 032 537

Student Assessment Handbook, 2000-2001. Georgia Statewide Student Assessment Program.
PUB DATE- 01
NOTE- 342p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *College Entrance Examinations; Elementary Secondary Education; Standardized Tests; *State Programs; Test Use; *Testing Programs
IDENTIFIERS- Georgia; *Georgia Statewide Testing Program

This handbook contains information about the statewide testing programs in Georgia. These programs provide a comprehensive perspective on students' educational achievement from kindergarten through high school. This guide contains information on these statewide assessments: (1) the Georgia Kindergarten Assessment Program-Revised; (2) the Criterion-Referenced Competency Tests (In Development); (3) Writing Assessments; (4) Norm-Referenced Tests; (5) the Georgia High School Graduation Tests; (6) the Georgia High School Writing Test; (7) the Preliminary Scholastic Assessment Test; (8) Scholastic Assessment Tests; (9) Advanced Placement Examinations; and (10) the National Assessment of Educational Progress. Following an introduction, section 2 of this handbook describes each of these assessment programs. Section 3 discusses test procedures for administration and scoring, including provisions for students with disabilities. Section 4 outlines the responsibilities of administrators, including the school test coordinator, and system-wide personnel. Section 5 considers issues, concerns, and strategies that must be considered in testing, including the preparation of students. Nine appendixes contain supplementary information about test development and administration. A calendar of Georgia state testing activities is included. (SLD)

ED 452 252 TM 032 538

3rd Grade Student Guide for Arizona's Instrument To Measure Standards.

ED 452 273 TM 032 561

Byrd, Jimmy K.
Student Achievement: Is Equality Really Necessary?
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; *Remedial Instruction; *School Schedules; Time Blocks; Vacation Programs
IDENTIFIERS- *Interim Terms; Texas

This study was conducted to: (1) determine if the intercession calendar, an alternative calendar that reduces the total school year for students who do not need remediation, positively impacts overall student achievement; (2) to assess the explanatory ability of the intercession model in accounting for student academic achievement variability; and (3) to determine the variables which differentiate among the treatment group using discriminate analysis. The intercession calendar was not a year-round calendar. Instead, it reduced the school year from 180 to 170 days for students of average achievement and above, with a one-week session between the grading periods for students in need of remediation. Results for 4,474 students in 10 school districts show that the intercession calendar had a positive impact on student academic achievement in general and on reading in particular. In addition, the intercession calendar had a positive effect on economically disadvantaged students passing all Texas Assessment of Academic Skills (TAAS) examinations simultaneously. The results of this study call into question a number of assumptions regarding long-held traditions of public education. Some limitations of the research are noted, and suggestions are made for further research. This alternative calendar is a systematic reform model that provides individualized assistance to each student within the school district. The intercession calendar is attached. (Contains 2 tables and 14 references.) (Author/SLD)

ED 452 274 TM 032 562

Ernest, James M.
Parents' and Teachers' Subjective Beliefs about Developmentally Appropriate Practices.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Child Development; Developmental Stages; *Developmentally Appropriate Practices; Parent Attitudes; *Parents; Preschool Education; Q Methodology; Teacher Attitudes; *Teachers
IDENTIFIERS- Project Head Start

The purposes of this study were: (1) to determine if unique or shared viewpoints existed between teachers and parents concerning developmentally appropriate practices (DAP) and developmentally inappropriate practices (DIP); (2) to

DESCRIPTORS- Asian American Students; Black Students; *Dropout Rate; English (Second Language); *Graduation; High School Students; High Schools; Hispanic American Students; Immigrants; Longitudinal Studies; Minority Groups; Sex Differences; Tables (Data)
IDENTIFIERS- *New York

This report presents the progress toward school completion of New York City students who entered ninth grade in fall 1996 and were scheduled to graduate on time by summer 2000 after 4 years of high school. It presents outcomes for the class overall and specific groups of students categorized by gender, native language, race/ethnicity, and immigrant status. The dropout rate for the class of 2000 increased 1.8 percentage points over the rate for 1999, to 19.3 percent. The percentage of students continuing into a fifth year of high school declined 1.6 percentage points, to 30.8 percent. The percentage of students graduating in 4 years decreased by two-tenths of a point, to 49.9 percent. The dropout rate increased for all groups, with the greatest increases for Native American, Hispanic, African American, and immigrant students. Research has consistently demonstrated that higher dropout rates may be related to increasing standards for promotion and graduation. There was a strong relationship between being over age for grade and school completion; in fact, most dropouts in the class of 2000 did not earn enough credits to go beyond grade 10, even after four years. The percentage of students earning Regents-endorsed diplomas and Regents-endorsed diplomas with honors increased in 2000. Substantially more females than males graduated on time. Former English Language Learners (ELLs) and English proficient students had higher graduation rates than current ELLs. (SM)

ED 452 292   UD 034 113

Morris, Pamela A.; Huston, Aletha C.; Duncan, Greg J.; Crosby, Danielle A.; Bos, Johannes M.
How Welfare and Work Policies Affect Children: A Synthesis of Research.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Grant (W.T.) Foundation, New York, NY.; ARCO Foundation, Los Angeles, CA.; Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Alcoa Foundation, Pittsburgh, PA.; George Gund Foundation, Cleveland, OH.; Anheuser-Busch Companies, Inc., St. Louis, MO.; Open Society Inst., New York, NY.; New York Times Foundation, NY.
PUB DATE- 01
NOTE- 126p.; Funding also provided by the Ambrose Monell Foundation, Heinz Family Foundation, the Grable Foundation, and the Union Carbide Foundation. Special funding was provided by BP on behalf of ARCO to support the publication and dissemination of this document. Part of the Next Generation Project.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Child Health; Elementary Education; Employment; *Family Income; Interpersonal Competence; *One Parent Family; Poverty; Program Effectiveness; *Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Time Limited Welfare

This monograph synthesizes findings from five large-scale studies investigating welfare and employment programs in order to examine the effects on children of key policies: providing financial support for working families, requiring single

Considerable stereotyping and racializing occurs in contemporary films and literature, where villains often are Arabs or Muslims. People are often erroneously led to assume that these two groups are synonymous. The media also uses the term fundamentalist interchangeably with terrorist. Erroneously perceived as a unified single ethnic group, the diversity of Arab Americans is very much overlooked. Teachers must engage in rectifying stereotypes about Arab Americans. Schools can take action against prejudice, discrimination, and racism, providing professional training for staff and accurate textbooks for students. (Contains 24 references.) (SM)

ED 452 311   UD 034 133

Geen, Rob; Fender, Lynn; Leos-Urbel, Jacob; Markowitz, Teresa
Welfare Reform's Effect on Child Welfare Caseloads. Discussion Papers 01-04. Assessing the New Federalism: An Urban Institute To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Jesse Stuart Foundation, Ashland, KY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Caseworkers; *Child Welfare; *Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act

Advocates, policymakers, and researchers have predicted that changes in the welfare system brought about by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 would increase the number of children who are abused and neglected, referred to child protective services, and placed in foster care. This study examined how welfare reform has affected child welfare caseloads, summarizing trends in caseload data before and after welfare reform. It focused on testimonial data from various state and local respondents about the effects of welfare reform they have observed on families' involvement with the child welfare system, and it documented research efforts underway to study the effects of welfare reform on child welfare. Overall, there was no evidence to suggest that federal welfare reform to date has had a significant effect on child welfare caseloads. Caseload data and testimony of over 350 state and local respondents supported this conclusion. The study identified potential areas of concern for policymakers related to: specific populations that may be vulnerable; unmet training needs of Temporary Assistance for Needy Families and child welfare agency staff; the potential effects of additional sanctions and time limits; and the scope of the research underway and planned to assess the effects of welfare reform. An appendix presents findings from other welfare reform studies. (Contains 60 references.) (SM) no change in the proportion of families with no parent present. The share of families reporting their race as black rose. Fewer adults receiving welfare reported no work activity in 1999 than in 1997. Among recipients with barriers to employment, the amount of work activity, especially paid work, increased significantly. Neither the percentage of adult recipients in school nor the percentage looking for work changed significantly. Employment barriers included poor health, limited education, minimal work experience, and family responsibilities. TANF recipients in 1999 reported serious health problems in high numbers, with a nonsignificant increase from 1997-99. Nonhealth barriers did not increase significantly between 1997-99. Of the 1999 TANF recipients, new entrants as a group were less disadvantaged than stayers. Welfare cyclers generally resembled stayers more than they did new entrants. The clearest difference between 1997 and 1999 TANF recipients was the increase in paid work. (SM)

ED 452 329 UD 034 154

Loprest, Pamela
How Are Families That Left Welfare Doing? A Comparison of Early and Recent Welfare Leavers. New Federalism: National Survey of America's Families, Series B, No. B-36. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 9p.; Also funded by the Stuart Foundation. In collaboration with Child Trends.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Patterns; *Family Income; *Family Status; Health Needs; Wages; *Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act

This report examines whether people who left welfare between 1997 and 1999 were more disadvantaged or less job-ready than were an early group who left welfare between 1995 and 1997. The study compared barriers to work and economic outcomes using data from the National Survey of America's Families. Overall, results found little evidence of poorer outcomes for recent leavers. Characteristics of the two groups were similar, except for the larger percentage with adverse health conditions in the recent group. Even given that difference, employment, wages, hours, earnings, and receipt of government benefits were similar across the two groups. There was a significant decline in the percentage of families with monthly income below the poverty level in the more recent group. More recent leavers experienced a better labor market than did the earlier group. Although employment rates for leavers did not significantly increase, the rates for women with children and less than or equal to a conducted in the spring of 2000. Results include: (1) ACC's leadership system does not appear to be fully consistent; (2) the strategic planning process is not fully deployed throughout the college; (3) college-wide linkages between currently utilized mechanisms to evaluate offerings, facilities and services and their impact on student learning are not aligned; (4) ACC as a whole appears to lack a college-wide system and criteria for identifying institutions to benchmark against on comparative information; (5) there appears to be a lack of awareness of the college's strategic action plans and goals at all employee levels; (6) there is a need for the college to develop a systematic process to evaluate new programs before college-wide implementation; and (7) there is no systematic college-wide dissemination of student performance information. (EMH)

ED 451 846 JC 010 278

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 2000.
PUB DATE- 00
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Community Colleges; *Enrollment; Enrollment Rate; *Institutional Characteristics; *Personnel Data; *School Demography; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report provides enrollment information for Washington community and technical colleges during fall quarter 2000. It also presents information about student demographics, programs and student characteristics, state-supported course enrollment, contract-supported course enrollment, and staff. Highlights include: (1) Washington's community and technical colleges served 252,378 individuals in fall 2000, compared with 250,463 in fall 1999; (2) Washington's community and technical colleges served 146,511 FTEs (full-time equivalent students) in fall 2000, an increase of 2.3 percent over fall 1999; (3) state funding combined with tuition charges supported 81 percent of the FTEs; (4) forty-seven percent of state-supported FTEs were generated by students enrolled for workforce training purposes, 39 percent by students preparing for transfer, 9 percent by students with a final goal of literacy or English as a Second Language skills, and 5 percent by students enrolled for parenting classes or unspecified purposes; (5) full-time faculty provided 57.1 percent of all instruction in fall 2000, compared with 57.5 percent in fall 1999; (6) the proportion of the student population that was female (57% of those reporting gender) was higher than the proportion of females in the state's population; and (7) the ethnic composition of the student population in fall 2000 (26% students of color) was more diverse than that of the state as a whole. (JA)

ED 451 847 JC 010 280

Halaska, Marilyn
Middle Georgia College Faculty Technology Minigrant Program: Supporting Innovation in the Teaching/Learning Process.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English

who had attended CCP prior to transferring to Temple. Of the fall 1998 cohort of CCP transfers, 92.7% re-enrolled at Temple in the spring 1999 semester or graduated. This figure represents the first fall cohort of CCP transfers to persist at greater levels than all transfers to Temple (90.3%). Over the last decade, there has been a trend of improved persistence by CCP transfers. Three-quarters of recent CCP transfer students returned to Temple for the subsequent fall term. In recent years (1997 and 1998), no transfers, CCP or otherwise, were dismissed by Temple because of poor academic performance. In prior years, CCP transfers were more likely than all transfers to experience academic difficulties at Temple University. Within three years of transferring to Temple, 27.5% of the fall 1996 cohort of CCP transfers graduated. The new articulation agreement between CCP and Temple may have positively affected the persistence behavior of the CCP transfers. An appendix contains charts on transfer students. (JA)

ED 451 867 JC 010 308

Nussbaum, Thomas J.
The State of California Community Colleges Fall Leadership Conference, September 28, 2000.
PUB DATE- 00
NOTE- 15p.; Presented at State of California Community Colleges Fall Leadership Conference (Sacramento, CA, September 28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *College Administration; *Community Colleges; *Educational Finance; Educational Improvement; *Educational Planning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document is Chancellor Thomas Nussbaum's speech at the fall 2000 California Community Colleges (CCC) Leadership Conference. He states that CCC is united in its commitment to open access--that every student who has the capacity and motivation to benefit from educational programs will have access to colleges. As part of the 2005 Strategic Response, CCC committed to increase access to the system by more than 550,000 students during the decade of 1995-2005. To address this commitment, CCC agreed upon three strategies: (1) to annually seek funding for a 4% increase in enrollment; (2) to move to year-round operations; and (3) to secure $500 million per year for capital outlay needs. CCC is also committed to secure adequate funding for its colleges. At minimum, by 2005, CCC funding per student should be within $1,500 of the national community college average in funding per full-time student. CCC's efforts during the past five years--particularly the effort on the 2000-2001 budget--have produced some very impressive benefits. CCC has secured five of the best budget increases in the history of the system. (JA)

ED 451 868 JC 010 309

Carter, Patricia
Toward New Models for Certification and Credentialling in Community Colleges.
PUB DATE- 00
NOTE- 16p.; Discussion paper, presented by the National Council for Occupational Education and the National Council for Continuing Education and Training, Synthesizes the

Foundation, MA.
PUB DATE- 00
NOTE- 50p.; Also sponsored by United Way of Massachusetts Bay, the Irene E. and George A. Davis Foundation, and Associated Day Care Services. Printing generously donated by Associated Industries of Massachusetts.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; Interviews; Knowledge Level; *Public Opinion; Public Policy; *Public Support; *Social Attitudes; Young Children
IDENTIFIERS- *Massachusetts; Voters

Despite strong research evidence on the importance of early learning for later school success, thousands of Massachusetts children enter school without the benefit of quality preschool experiences. This statewide study examined the opinions of voters, child care experts, and opinion leaders regarding early care and education in order to inform a statewide effort to meet the early childhood education needs of Massachusetts children and their families. Two 400-person voter polls were conducted, and 48 leaders from a variety of constituency groups were interviewed. Among the findings of the study are the following: (1) voters are more willing to support public financing of "early childhood education" for 3- to 5-year-olds in working families than they are of supporting "child care"; (2) fully one-third of voters identified child care and early childhood education as top Massachusetts priorities; (3) voters heavily support increased tobacco and alcohol taxes to help fund child care for working parents; (4) state government leaders place child care and early education relatively high on their list of public policy priorities; (5) although a few labor leaders view child care as an important public policy concern, child care is not a concern in other sectors; (6) voters and most opinion leaders show a stunning lack of knowledge about child care; and (7) many voters feel that caring for young children is the responsibility of their families. (Five appendices include a profile of polled voters, a list of the child care experts and opinion leaders interviewed, and information on Massachusetts' expanded state tax deductions for child and dependent care. (KB)

ED 451 888 PS 029 331

Deich, Sharon
A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives.
PUB DATE- 01
NOTE- 43p.; Adapted from "A Guide to Successful Public-Private Child Care Partnerships" developed by The Finance Project, The Families and Work Institute, and the National Governors Association Center for Best Practices as part of The Child Care Partnership Project. The Project was funded by the Child Care Bureau (DHHS).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Education; *After School Programs; Community Programs; Cooperation; Elementary Secondary Education; *Partnerships in Education; *School Community Relationship

low-income men, including developing coding systems, obtaining reliability in coding father-child interactions, operationalizing specific constructs, retaining participants, and studying social fathers. The paper concludes by pointing out advances that have been made in the measurement of father involvement. (Contains 23 references.) (KB)

ED 451 905 PS 029 360

FACES Findings: New Research on Head Start Program Quality and Outcomes.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; *Early Intervention; *Educational Quality; *Family Environment; Family (Sociological Unit); Interpersonal Competence; Low Income Groups; *Outcomes of Education; Parent Child Relationship; *Preschool Children; Preschool Education; School Readiness; Vocabulary Development
IDENTIFIERS- Head Start Family and Child Experiences Survey; *Project Head Start

The Head Start Family and Child Experiences Survey (FACES), launched in Spring 1997, is an integral part of Head Start's system of Program Performance Measures, an outcome-oriented accountability system examining the quality and effects of Head Start, by annually collecting data on a nationally representative sample of programs, classrooms, teacher, parents, and children. This pamphlet presents information based on data collected in Spring 1997, Fall 1997, and Spring 1998. Data were collected using the Early Childhood Environment Rating Scale, the Arnett Scale of Caregiver Behavior, the Peabody Picture Vocabulary Test, Third Edition, selected scales from the Woodcock Johnson Psycho-Educational Battery-Revised, a social skills scale, and the Child Observation Rating. Findings are presented in three areas: classroom quality; benefits to children; and benefits to families. Among the findings highlighted are the following: (1) Head Start classrooms have higher quality than most center-based early childhood programs; (2) among classroom strengths are the schedule, atmosphere, provisions for parents, and provisions for children with special needs; (3) benefits to children included significant growth in vocabulary, improvement in social skills and relationships, and gains in school readiness; (4) benefits to families included their reading to children, involving children in family activities, actively participating in their children's Head Start activities, and being satisfied with the program. The pamphlet concludes with a description of additional Head Start initiatives to apply the research findings and sources for additional information. (KB)

ED 451 906 PS 029 366

Ramey, Sharon L.; Ramey, Craig T.; Phillips, Martha M.; Lanzi, Robin G.; Brezausek, Carl; Katholi, Charles R.; Snyder, Scott; Lawrence, Frank
Head Start Children's Entry into Public School: A Report on the National Head Start/Public School Early Childhood Transition Demonstration Study.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 00
NOTE- 15p.; Poster paper presented at the Biennial Meeting of the

includes the following information in addition to contact information: (1) grantee name; (2) number of staff; (3) number of child development staff; (4) number of child development staff with degrees; (5) number of volunteers; (6) number of classrooms; (7) counties served; (8) enrollment, both ACYF-funded and total; (9) program options; (10) racial/ethnic background of children served; (11) number and location of centers; (12) medical services received; (13) head of household employment status; (14) number of families served; (15) families' income levels; and (16) family characteristics. (KB)

ED 451 924 PS 029 384

Head Start of North Dakota, 1999-2000.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 38p.; For 1997-1998 report, see PS 029 382; for 1998-1999 report, see PS 029 383; and for Head Start of North Dakota videotape, see PS 029 385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Client Characteristics (Human Services); Eligibility; Integrated Services; Low Income Groups; Objectives; *Preschool Children; *Preschool Education; Program Descriptions
IDENTIFIERS- Early Head Start; *North Dakota; Program Characteristics; *Project Head Start

The Head Start program, a comprehensive child development program designed to increase the social competence of children in low-income families and children with disabilities and to improve their chances of school success, has been in North Dakota since 1965. This report describes the objectives of the Head Start and Early Head Start programs, the North Dakota Head Start Association, and the Collaboration Office; presents information on the administration of Head Start in North Dakota; and describes program options in the state. The report delineates current eligibility criteria and program services. A map details the location of North Dakota Head Start and Early Head Start grantees. Included throughout the report are parent comments about the benefits of the Head Start and Early Head Start programs. Parent and staff training opportunities are also described. The report concludes with 1-page profiles of the 14 Head Start and 5 Early Head Start programs. Each profile includes the following information in addition to contact information: (1) grantee name; (2) number of staff; (3) number of child development staff; (4) number of child development staff with degrees; (5) number of volunteers; (6) number of classrooms; (7) counties served; (8) enrollment, both ACYF-funded and total; (9) program options; (10) racial/ethnic background of children served; (11) number and location of centers; (12) medical services received; (13) head of household employment status; (14) number of families served; (15) families' income levels; and (16) family characteristics. (KB)

ED 451 925 PS 029 385

Kingsley, Kranzler
Head Start of North Dakota. Videotape .
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 00

videotapes of effective and ineffective problem-solving models; and the relationship between effective problem solving and children's awareness of others' SRL. The self-directed learning task used an apparatus consisting of screws, bolts, and matching holes on a specially prepared wooden stand. Children were invited to complete the task, putting the proper-sized bolt in each of the nine holes and screwing the proper-size nut onto each bolt. After completing the task, each child watched two videotapes. The first interview was conducted while each child watched an effective model videotape in which a child does the task successfully, using self-regulated strategies. The second interview was conducted during and after each child watched an ineffective model videotape in which the child performed the task with a trial and error approach and finally asked for help. Data were analyzed for emerging themes regarding successful and unsuccessful problem-solving approaches. The findings indicated that the 24 successful kindergarten problem solvers were aware of components of others' SRL that are similar to those in previous studies with older students, such as planning, goal setting, and monitoring to achieve certain goals or to solve problems. (Contains 16 references.) (KB)

ED 451 943 PS 029 406

Hyun, Eunsook
How Do We Prepare Future Early Childhood Teachers for Developmentally and Culturally Appropriate Practice (DCAP) among Seven Different States in U.S.?
PUB DATE- 01
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Written with Rosario Morales, Georgianna Durate, Saundra DiPento, Jocelynn Smrekar, Celeste Matthews, and Jill Ardley.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Culturally Relevant Education; *Developmentally Appropriate Practices; Early Childhood Education; Higher Education; Models; *Preschool Teachers; *Teacher Education; Teacher Education Programs; Teacher Educators

In 1995, a nationwide collaborative research-net was formed to articulate practically an early childhood education (ECE) teacher preparation curriculum framework based on developmentally and culturally appropriate practices (DCAP). This paper presents and discusses findings of the 5-year study involving teacher educators from California, Florida, Georgia, Minnesota, Pennsylvania, Oklahoma, and Texas. Based on the theoretical frameworks of social phenomenology and hermeneutics, shared key ideological constructs were drawn from several sources, including developmentally appropriate practice, anti-bias education, critical pedagogy, and multiple/multiethnic perspective taking. Seven ECE faculty from seven states actively participated in the research-net activity. Each had infused the DCAP teacher education curriculum components into field-based courses and were electronically connected to prospective teachers to share experiences. Data were composed of interview transcripts, field notes, instructional materials, e-mail messages, Internet WebBoard discussion, and presentation papers. Qualitative data analysis techniques were used. Findings indicated that each site had a unique DCAP-based approach in responding to the nature of the community they serve. The paper outlines the does not work, understanding the organizational and political strengths and weaknesses of alternative strategies for securing quality early education for all children. It is argued that advocacy efforts blending policy proposals with development of model programs can help forge good relations among people with apparently divergent interests and thereby set the stage for new advocacy coalitions. (Contains 19 references.) (KB)

ED 451 960 PS 029 423

Dowd, Amy Jo; Greer, Heather
Girls' Education: Community Approaches to Access and Quality. Strong Beginnings.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Change Strategies; Developing Nations; *Educational Quality; *Elementary Secondary Education; *Equal Education; Females; Gender Issues; Nongovernmental Organizations; Partnerships in Education; School Community Relationship; Sex Fairness

Noting that girls' lack of access to education is related to a number of economic, social, religious, and cultural factors as well as a scarcity of places in schools and that promoting gender equity in school may help equity spread throughout the entire community, this report illustrates the gender equity approach used in the Save the Children's basic education programs. The report highlights how investing in girls' education can enhance girls' productivity, and later access to credit, civic involvement, and childrearing practices. Also discussed in the report are community-based strategies that support girls' education, in the areas of enrollment, persistence, learning enhancement, and reform between Save the Children and its partners. Strategies to promote enrollment include establishing new schools, agreeing on gender parity as a condition of beginning a school, and raising community awareness of the benefits of girls' education. Strategies to promote persistence of school attendance include establishing local systems of monitoring and addressing girls' absence, offering scholarships or other incentives, altering school schedules, and employing female teachers and others. Strategies to enhance learning include developing early childhood opportunities and training teachers to use techniques that view every student as an individual, active learner. Strategies to promote reform among Save the Children and partners include experimenting with cost sharing formulae and supporting partnerships to bring paraprofessional and parent elements into provision of basic education. (Contains 13 endnotes.) (KB)

ED 451 961 PS 029 424

Robertson, Robert E.
Food Assistance: Research Provides Limited Information on the Effectiveness of Specific WIC Nutrition Services. Report to Congressional Committees.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Breastfeeding; *Females; Low Income Groups;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Church Related Colleges; *College Choice; *College Freshmen; Higher Education; Qualitative Research; *School Culture; *School Holding Power; Small Colleges; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *American Indian Students; Sense of Community

This study examined American Indian and Alaska Native students' college choice and persistence beyond the freshman year at American Indian College. Focus groups and interviews were conducted with 29 students from 18 tribes attending American Indian College, a very small Bible college affiliated with the Assemblies of God and located in Phoenix, Arizona. This college had a high freshman retention rate of 86 percent. Four concepts were identified that affected institutional choice and persistence. This paper focuses on one of them--institutional culture. Positive influences on choosing the college were the high percentage of American Indian students (78 percent), small school size, a low student/teacher ratio, and the active recruitment of American Indian students by the college. Positive influences in the retention of students were regular chapel services, ministry outreach, the development of close friendships among students and staff, and faculty validation and encouragement. Negative influences were a lack of religious programming, religious differences, faculty invalidation, culturally insensitive faculty, difficulties with residential staff, and concerns with the rules. Recommendations related to the findings are presented. (Contains 30 references.) (TD)

ED 451 979 RC 022 890

Evans, Susan D.
The Potential Contribution of Comparative and International Education to Educational Reform: An Examination of Traditional, Non-Western Education.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 14-17, 2001). Funding for this paper was provided by the UA South Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *American Indian Education; American Indians; *Educational Change; *Educational Practices; *Foundations of Education; Holistic Approach; Lifelong Learning; *Nonformal Education; *School Community Relationship; Teacher Student Relationship
IDENTIFIERS- Character Education

Most cultures in the world have an educational tradition dating from well before the Christian era. These ancient educational systems were quite different from the modern Euro-American system that is now so prevalent everywhere, and were successful in producing graduates who were experts as well as citizens of character. This paper suggests that many countries could, and probably should, draw on their own educational tradition to improve or enhance modern education. To illustrate, the paper describes one traditional system: that of North American Indians. North American Indian children up to the age of 10-12 intergenerational relationships through tribal elders' involvement in curriculum construction, teaching, and learning; enhanced community cohesion; and reinforcement of valued cultural concepts and practices. (Contains 37 references.) (TD)

ED 451 996 RC 022 933

Priest, Simon; Gass, Michael; Gillis, Lee
The Essential Elements of Facilitation.
PUB DATE- 00
NOTE- 157p.; Published by Kendall/Hunt Publishing Co., Dubuque, IA. "An Experientia Publication."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Corporate Education; *Experiential Learning; Feedback; Group Dynamics; Interpersonal Competence; Leadership Styles; Leadership Training; *Learning Processes; Problem Solving; *Program Design; Staff Development
IDENTIFIERS- Facilitative Leadership; *Facilitators; *Group Facilitation

Most organizations find it difficult to implement change, and only about 10 percent of learning from training and development experiences is actually applied in the workplace. This book advocates facilitation as a means of enhancing change and increasing productivity. Facilitation engages employees by enhancing the processes associated with their tasks; encourages managers to listen to employees and clarify tasks through questions rather than directives; develops and reinforces open and participative environments; and promotes ownership and responsibility among employees. Nine chapters cover defining best practice, discussing the basics, differentiating the dimensions, diagnosing the situation, designing the program, delivering the experience, debriefing the learning, disembarking the clients, and dealing with difficulties. Essential elements for facilitating learning experiences include: the desire to make things easier for clients; knowledge of a variety of learning experiences; understanding of one's own beliefs and ethical roles as a facilitator; discussion with clients about the reflection process; questions and guided discussion; effective listening and appropriate feedback; basic theories about group development, problem solving, and decision making; needs assessments with multiple sources, methods, intelligences, learning styles, and "miracle questions"; program design, including sequencing, logistics, and contingency plans; frontloading and framing the experience; funneling, obtaining permission, and solution-focused questioning; goal setting, action planning, and emphasizing metaphors; and dealing with difficulties. The conclusion discusses balancing competencies in facilitation, clients, and experiences. (Contains 21 references, a glossary, and an index.) (TD)

ED 451 997 RC 022 934

Asada, Hideko; Swank, Eric; Goldey, Gregory T.
Appalachian College Students & a Multicultural Curriculum.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Appalachian Studies Association Conference (Abingdon, VA, March 1999).
LANGUAGE- English

NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Communism; Economic Development; Educational Change; *Educational Development; Elementary Secondary Education; Empowerment; Equal Education; Foreign Countries; Revolution; *Rural Development; *Rural Education; Social Change
IDENTIFIERS- *China; *Cultural Revolution (China); Education Economy Relationship

China's official history maintains that the radical egalitarianism of the Cultural Revolution (1966-76) led to economic disaster. This book challenges that view. Drawing on local interviews and records in rural Jimo County, Shandong Province, this study contends that the Cultural Revolution's political convulsions democratized village political culture and spurred the growth of rural education, leading to substantial and rapid economic development. These claims are contentious, the author's perspective as a village child who received an education due to the Cultural Revolution being at odds with that of urban elite scholars, who were attacked during that era. Chapter 1 recounts the relationship between Jimo peasants and the Communist Party during the Civil War and the betrayal of Party promises as communist cadres assumed the traditional autocratic status of rural officials. Chapter 2 describes perpetuation of the rural-urban education gap during the early years of communist power and how the rural educational system served to drain talent from rural areas. Chapters 3-4 describe successes and failures of the collective economic organization and related political empowerment in villages. Chapter 5 documents rural education's massive expansion during the Cultural Revolution, which allowed nearly every Jimo child to attend primary and lower middle school and produced the first cohorts of educated youth to remain in their villages. Chapter 6 documents Jimo's rapid growth of agricultural production and rural industry during the era. Chapter 7 outlines consequences of the reversal of Cultural Revolution reforms, including the collapse of rural education and human services systems that depended on the collective economy and the return of rural illiteracy. (Contains 28 Chinese references, 85 references in English, photographs, and an index.) (SV)

ED 452 015 RC 022 952

Secure Rural Schools and Community Self-Determination Act. Hearings before the Subcommittee on Forests and Public Land Management of the Committee on Energy and Natural Resources, United States Senate, One Hundred Sixth Congress, First Session, on S. 1608.
PUB DATE- 00
NOTE- 101p.; For a related document on S. 1608, see RC 022 953.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; *Federal Legislation; *Forestry; Hearings; Land Use; Local Government; *Natural Resources; *Rural Schools; *School Funds
IDENTIFIERS- Community Viability; Congress 106th; *Federal Lands; Forest Service; National Forests; Public Lands; *Resource Management

When the national forests were withdrawn from the public domain a century ago, they were established with the assurances that

(Mathematics); Geometric Concepts; Geometry; Graphs; *Mathematics Curriculum; *Mathematics Education; *Problem Solving; *Statistics; Teaching Methods; Thinking Skills

The fourth volume of the 24th annual conference of the International Group for the Psychology of Mathematics Education contains full research report papers. Papers include: (1) "What are essential to apply the 'discovery' function of proof in lower secondary school mathematics?" (Mikio Miyazaki); (2) "The anatomy of an 'open' mathematics lesson" (Ida Ah Chee Mok); (3) "Interview-based assessment of early multiplication and division" (Joanne Mulligan and Robert Bob Wright); (4) "Procedures of finding a solution for word problems: A study of Mozambican secondary school students" (Adelino Evaristo Murimo); (5) "Proto-mathematical concepts in Northern Chilean Aymaras" (Vicente Neumann, Rafael Nunez, and Manuel Mamani); (6) "The case analysis of six graders' journal writings: Using the 'Framework for Analyzing the Quality of Transactional Writing'" (Hiroyuki Ninomiya); (7) "Listen to the graph: Children's matching of melodies with their visual representations" (Steven Nisbet and John Bain); (8) "Teaching mathematics via internet: Written interactions between tutor and student" (Lourdes Figueiras Ocana); (9) "Elementary school students' statistical thinking: An international perspective" (Bob Perry, Ian J. Putt, Graham A. Jones, Carol A. Thornton, Cynthia W. Langrall, and Edward S. Mooney); (10) "The properties of necessity and sufficiency in the construction of geometric figures with Cabri" (Angela Pesci); (11) "Students' processes of symbolizing in algebra: A semiotic analysis of the production of signs in generalizing tasks" (Luis Radford); (12) "Student perceptions of variation in a sampling situation" (Chris Reading and Mike Shaughnessy); (13) "Capstone courses in problem solving for prospective secondary teachers: Effects on beliefs and teaching practices" (Cheryl Roddick, Joanne Rossi Becker, and Barbara J. Pence); (14) "Experiencing the necessity of a mathematical statement" (Catherine Sackur, Jean-Philippe Drouhard, Maryse Maurel, and Teresa Assude); (15) "Indexicality and reflexivity in the documentary of classroom construction of ratio concept" (Tetsuro Sasaki); (16) "The effect of mapping analogical subtraction procedures on conceptual and procedural knowledge" (Bracha Segalis and Irit Peled); (17) "A teaching experiment on mathematical proof: Roles of metaphor and externalization" (Yasuhiro Sekiguchi); (18) "Metacognition: The role of the 'inner teacher' (6): Research on the relation between a transfiguration of student's mathematics knowledge and 'inner teacher'" (Keiichi Shigematsu and Yoshio Katsumi); (19) "An analysis of 'make an organized list' strategy in problem solving process" (Norihiro Shimizu); (20) "Explaining your solution to younger children in a written assessment task" (Yoshinori Shimizu); (21) "Reconsidering mathematical validation in the classroom" (Martin A. Simon); (22) "The forced autonomy of mathematics teachers" (Jeppe Skott); (23) "The genesis of new mathematical knowledge as a social construction" (Heinz Steinbring); (24) "Modalities of students' internal frames of reference in learning school mathematics" (Hitoshi Takahashi); (25) "The effects of metacognitive training in mathematical word problem solving in a computer environment" (Su-Kwang Teong, John Threlfall, and John Monaghan); (26) "Using algebraic processes to promote concept development" (Anne R. Teppo); (27) "Children's learning of independence: Can research help?" (John M. Truran); (28) "Advancing arithmetic thinking based on children's cultural conceptual activities: The Pick-Red-Point game" (Wen Huan Tsai); (29) "The intuitive rule same A--same B: The case of area and perimeter" (Pessia Tsamir and Nurit Mandel); (30)

PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Environmental Education; *Scientific Literacy
IDENTIFIERS- *Environmental Education Programs

This publication highlights the accomplishments of the first five years of the Environmental Education and Training Partnership (EETAP) in advancing education and environmental literacy. The booklet is user-friendly and summarizes the major activities and impacts made by 18 professionals across the United States. Some of the positive outcomes that resulted from the organization are discussed. Professional guidelines for environmental education materials, learning, and teacher preparation were developed and are now in the hands of 50,000 education professionals. Several national environmental education curricula were correlated to learning strands in 18 states. One thousand state and local education community leaders received organizational and leadership training to build sustainable environmental education programs. Educator training and outreach materials were adapted to better meet the needs of audiences that in the past have had little access to environmental education. Access to environmental education materials and resources was also enhanced through the development of several electronic communication tools such as an environmental education Web site. (SAH)

ED 452 057 SE 064 656

Heaton, Ruth M.
Teaching Mathematics to the New Standards: Relearning the Dance. Practitioner Inquiry Series.
SPONS. AGENCY- Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 177p.; Foreword by Magdalene Lampert.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; *Mathematics Instruction; Mathematics Teachers; *Teacher Improvement

This book describes and traces efforts to change teaching practice in response to current national reforms in mathematics education. It explores changing practice from the vantages of both teacher and researcher. Chapters include: (1) "Do You See Any Patterns?"; (2) "Learning to Comprehend Mathematical Ideas in Topics, Texts, Tasks, and Talk"; (3) "The Teaching Has Been Missing"; (4) "Learning to Appreciate Teaching as an Improvisational Activity"; (5) "Bendable Rulers and Other Moments of Improvisation"; (6) "Learning to Share the Dance with Students"; (7 "What Should I Do Next?"; (8) "Learning to See Knowledge Differently"; and (9) "Learning to Teach While Inventing a Practice". (Contains 135 references and an index.) (ASK)

ED 452 058 SE 064 657

Larkin, Pam, Ed.

comprehensive list of materials for each grade. Where material is deemed to be particularly useful for students with special needs or for small populations, e.g., learning disabled or gifted, this information is included in the audience section of the annotation. An alphabetical title listing at the end of the bibliography indicates the designated grade(s) of each resource. (ASK)

ED 452 080 SE 064 682

Grade 10 to Grade 12 Mathematics Resources: Annotated Bibliography. Common Curriculum Framework.
PUB DATE- 00
NOTE- 32p.; For other related frameworks and annotated bibliogrphies, see ED 439 028, ED 437 269, ED 424 102, ED 394 793 and SE 064 681. The Western Canadian Protocol is made up of governments of Manitoba, Saskatchewan, British Columbia, Yukon Territory, Northwest Territories, and Alberta.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Foreign Countries; Grade 10; Grade 11; Grade 12; High Schools; Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; Resource Materials
IDENTIFIERS- *Canada (West)

This annotated bibliography identifies the new English-language resources with new components endorsed by all Western Canadian Protocol (WCP) jurisdictions implementing the Common Curriculum Framework for K-12 Mathematics Grade 10 to Grade 12. Resources listed in this annotated bibliography were selected through a collaborative review process based on their high level of fidelity to the rationale, philosophy, mathematical processes, and outcomes of the Common Curriculum Framework. Resources underwent an intensive review and were found to be the most suitable of those submitted. During this review depth and teacher resources were identified for Applied Mathematics 10, 11, and 12. Breadth, depth, breadth and depth, and teacher resources were identified for Pure Mathematics 10, 11, and 12. WCP Key Resources are high quality learning and teaching resources that best address the philosophy and content of the outcomes embodied in the Common Curriculum Framework. These include resources in a variety of media and formats with the following characteristics: (1) Breadth identifies learning resources with the highest possible level of fidelity to the general and specific outcomes published for a course; (2) Depth identifies learning resources that address a limited range of general and specific outcomes for a cluster or set of clusters, but provide an especially effective learning experience for students; (3) Breadth and depth identify comprehensive learning resources that provide both the breadth and depth dimensions for a particular course; and (4) Teacher identified resources are those that assist teachers in the implementation of the Common Curriculum Framework and any courses derived from it. Each annotation includes series and title, resource designation, format, alternate format(s), cluster(s) grid(s), annotation, comments, cautions, system requirements, audience, course(s) grid(s), mathematical process(es) grid, and strand(s)/substrand(s) grid(s). (ASK)

ED 452 081 SE 064 683

Tushnet, Naida C.; Millsap, Mary Ann; Elliott, Jeanne; Gamse, Beth; Moss, Marc; Rosenblum, Sheila

Essays, 1978-1998.
PUB DATE- 99
NOTE- 496p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; *Citizenship; *Civics; *Cultural Context; *Educational Change; Elementary Secondary Education; Higher Education; *Humanities; Humanities Instruction; Public Schools
IDENTIFIERS- *Civic Values; Educational Issues; National Endowment for the Humanities

This collection of essays seeks to help readers understand why the humanities still matter and celebrates its author's 20-year tenure as Executive Director of the Texas Council for the Humanities (TCH). The collection is organized into three parts. Essays in each part are in chronological order. Part 1 includes addresses, essays, and congressional testimony that focus on the experimental nature of state council work, on the issue of public accountability, on the relationship of the National Endowment for the Humanities to the state councils, on the multiple roles of scholars engaged in public programs, and on the civic work of the councils. Readers will grasp the extent to which the TCH has been a part of a new national effort. Some of the essays in this part and in later parts show how the TCH responded to the so-called "cultural wars" of the 1980s and 1990s. Part 2 includes addresses and essays that reflect on the importance of the humanities to the education of active, responsible citizens. Several essays focus on public schools and on undergraduate education and the relationship of the university to society. Part 3 demonstrates the public uses of the humanities. Several of the essays reflect on finding unity in the midst of increasing pluralism. Other essays explore the relationship of the scholar to society, the role of the humanities in building community, and the capacity of the humanities to foster positive values and constructive traditions. (BT)

ED 452 104   SO 031 665

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers, 2000.
PUB DATE- 00
NOTE- 504p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- Adolescent Literature; Biographies; Childrens Literature; Elementary Secondary Education; Individual Characteristics; Life Events; Popular Culture; *Profiles; Readability; Role Models; Social Studies; Student Interests
IDENTIFIERS- *Biodata; Obituaries

This is the ninth volume of a series designed and written for young readers ages 9 and above. It contains three issues and profiles individuals whom young people want to know about most: entertainers, athletes, writers, illustrators, cartoonists, and political leaders. The publication was created to appeal to young readers in a format they can enjoy reading and readily understand. Each entry provides at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first

PUB DATE- 00
NOTE- 18p.; Bill Hayes, Editor. Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Colonialism; Foreign Countries; Government Role; Learning Activities; *Legal Problems; Secondary Education; *Social Studies; *United States History; *World History
IDENTIFIERS- Bill of Rights; Congo Free State; Microsoft Corporation; *Power; Rockefeller (John D); *Wealth

This theme issue examines three historical and current problems surrounding wealth and power. The first article looks at King Leopold of Belgium and his exploitation of the Congo. The second article explores John D. Rockefeller and the Standard Oil monopoly. The final article examines the antitrust case against the Microsoft Corporation. Each article includes questions for class discussion and writing, a further reading list, and classroom activities. (BT)

ED 452 125 SO 032 686

Martz, Carlton
Civil Disobedience.
PUB DATE- 00
NOTE- 18p.; Bill Hayes, Editor. Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activism; *Citizen Participation; *Civil Disobedience; *Civil Rights; Demonstrations (Civil); Political Issues; Secondary Education; *Social Studies; United States History; World History
IDENTIFIERS- Bill of Rights; *Free Speech Movement; *Gandhi (Mahatma); Operation Rescue

This theme issue looks at three historical and recent instances of civil disobedience. The first article examines the Free Speech Movement, which arose on the Berkeley campus of the University of California in the 1960s. The second article recounts the struggle of Mahatma Gandhi to free India from the British Empire. The final article explores the anti-abortion rescue movement. Each article includes questions for class discussion and writing, a further reading list, and classroom activities. (BT)

ED 452 126 SO 032 687

Martz, Carlton
Innovations in Law.
PUB DATE- 00
NOTE- 18p.; Bill Hayes, Editor, Theme issue. Published quarterly. For other theme issues of "Bill of Rights in Action," see SO 032 180, and ED 444 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Government Role; Law Related Education; *Laws; *Legal Problems; Secondary Education; Social Studies; *United States History; *World History
IDENTIFIERS- *Animal Rights; Bill of Rights; *Declaration of

opportunities for clinical experiences, and exposure to teaching methodologies and classroom management strategies are common to art teacher preparation programs. Additional questions arise concerning the utilization of technology, the diversity of student populations, and the utilization of museums and community resources. The standards delineated in this booklet are designed to be relevant to those colleges and universities with established art teacher preparation programs of excellence as well as to serve as a guide for programs working to improve their level of professional preparation. Following an introduction, the booklet is divided into these sections: "Standards for the Art Education Program"; "Standards for Art Education Faculty"; "Standards and Skills for Art Teacher Candidates" ("Content of Art"; "Knowledge of Students"; "Curriculum Development"; "Instruction"; "Assessment in Art Education"; "Professional Responsibility"); and "References." (BT)

ED 452 147 SO 032 735

The National Council for Geographic Education Standards-Based Geography Test. Intermediate Level. Directions for Administering.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Geographic Concepts; *Geography; *Middle School Students; Middle Schools; Teacher Role; *Tests
IDENTIFIERS- Geographic Literacy; National Council for Geographic Education; *National Geography Standards; *Test Instructions

This document contains a test designed by the National Council for Geographic Education for middle school students to determine what knowledge, skills, and understandings students have developed in geography. The document also contains directions for administering the test, test performance data from a sample of 468 middle school students in 18 states, an answer sheet, and a scoring mask. (BT)

ED 452 148 SO 032 736

Meier, Marci
Activities Using the "State of the World Atlas" for Grades 6-12. 6th Edition.
PUB DATE- 00
NOTE- 113p.; Linda Bongiorno, Editor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Controversial Issues (Course Content); *Cultural Context; Current Events; *Geography; *Geography Instruction; Global Approach; Instructional Materials; Intermediate Grades; *Political Issues; Secondary Education; Social Studies; Student Research; Thematic Approach
IDENTIFIERS- *Global Issues; National Geography Standards; *State of the World Atlas (The)

The activities in this book have been completely revised to reflect changes in the sixth edition of the "State of the World Atlas" (Atlas). Each activity in the book is aligned closely with the National Geography Standards, "Geography for Life."

Beisser, Sally R.; Connor, Kathy
Action Research for Undergraduates: Solving Problems in Preservice Teaching.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Elementary Secondary Education; Higher Education; *Inquiry; Preservice Teacher Education; Problem Solving; Student Research; Student Teaching
IDENTIFIERS- *Reflective Thinking

This paper describes a course for education majors, Educational Inquiry, in which students completed action research investigations in their public school classrooms. The primary responsibility of designing, implementing, and sharing study results belonged to the college students rather than their cooperating teachers. Action research based on new knowledge developed through reflection and inquiry was the ultimate goal. Students were challenged to reflect on their 3 years of previous classroom experience with their mentor teachers, then seek understanding of specific individuals, actions, policies, or events in their classroom interactions, emphasizing problematic situations that caused uncertainty. They received training during their Educational Inquiry class on how to conduct disciplined inquiry (interviewing, transcribing interviews, analyzing data, and sharing progress). After reflecting, students made contacts in the schools and conducted the research. At the end of the semester, students wrote their projects up in a professional format and gave formal presentations to the university faculty who asked questions after their presentations. Faculty were impressed with the quality of the research. Preservice students were capable of complex action research in order to gain greater understanding of educational practice. (Contains 22 references.) (SM)

ED 452 168 SP 039 901

Ganser, Tom
Building the Capacity of School Districts To Design, Implement, and Evaluate New Teacher Mentor Programs.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Washington, DC, March 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; *Mentors; Program Development; Program Evaluation; *School Districts; Schools of Education
IDENTIFIERS- University of Wisconsin Whitewater

In 1974, the University of Wisconsin Whitewater introduced a university-based mentor program for beginning teachers in its service area. A decision was made at the end of 1999-00 to re-direct the focus of the program from sponsoring a stand-alone

Elementary Secondary Education; Evaluation Methods; *Program
Evaluation; *Teacher Recruitment

This handbook is designed to help beginning evaluators of teacher recruitment programs. It addresses the information and assessment needs of teacher recruitment programs. It takes a hands-on approach and includes worksheets and instructions for using them. After presenting tips for getting started, the handbook offers eight steps to successful program evaluation, which include: (1) understanding the purpose of program evaluation; (2) identifying audiences for the evaluation; (3) planning for evaluation resources and costs; (4) identifying evaluation questions; (5) selecting methods for data collection/sample surveys; (6) analyzing and interpreting the data; (7) drawing conclusions and making recommendations; and (8) reporting the evaluation results. The handbook also includes mini-case studies of program evaluation. Four appendixes offer: more tips from practitioners, a glossary of terms, resources for program evaluation, and a reader response form. (SM)

ED 452 188   SP 039 931

Shulman, Judith H.
Case Methods as a Bridge between Standards and Classroom Practice.
SPONS. AGENCY- National Partnership for Excellence and Accountability in Teaching, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Case Method (Teaching Technique); Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Teacher Improvement; Teaching Methods

This paper examines the function of cases and case methods in teacher education and professional development, hypothesizing that educators and administrators can better make sense of educational standards and link them to their daily school and classroom lives if they can identify cases in which those standards are inherent. One National Partnership for Excellence and Accountability in Teaching (NPEAT) partner used the Interstate New Teacher Assessment and Support Consortium (INTASC) principles as a framework for analyzing both cases and personal experience, emphasizing teachers who grapple with classroom dilemmas with no easy answers. Over 2 years, the project applied case methods to support new and veteran teachers in learning to bridge the gap between the abstract principles embedded in teaching standards and classroom teaching realities. Participants analyzed how INTASC standards interacted with dilemmas and practices portrayed in various case narratives describing the realities of teachers' classroom lives. They collaborated with NPEAT partners and other educators to develop new cases representing domains of practice covered by standards for which no clarifying cases yet existed and to expand the cadre of teacher educators and staff developers who could effectively use standards-based case teaching practices through a series of training institutes and an interactive Web site. A draft casebook was also developed. (Contains 7 references.) (SM) references.) (Author/SLD)

ED 452 208 TM 032 493

Henson, Robin K.
Teacher Self-Efficacy: Substantive Implications and Measurement Dilemmas.
PUB DATE- 01
NOTE- 43p.; Paper presented at the Annual Meeting of the Educational Research Exchange (College Station, TX, January 26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; Measurement Techniques; *Research Methodology; *Self Efficacy; Teacher Attitudes; *Teachers

Founded in social cognitive theory, teachers' self-efficacy beliefs have been repeatedly associated with positive teaching behaviors and student outcomes. However, the concept of teacher efficacy has been complicated by issues related to construct validity and measurement integrity. The study of teacher efficacy now stands on the verge of maturity, but developmental growth will probably be contingent on the development of strong theoretical models and effective instrumentation to assess theoretical constructs. The purpose of this article is to: (1) review the theoretical foundations of teacher efficacy briefly and evaluate historical attempts to measure teacher efficacy critically; (2) discuss important substantive implications stemming from efficacy research that may advance the field; (3) present recent measurement advances; and (4) highlight several methodologies that have been underutilized in development of teacher efficacy instruments. (Contains 1 figure and 78 references.) (Author/SLD)

ED 452 209 TM 032 494

Tanguma, Jesus
Effects of Sample Size on the Power of Selected Fit Indices: A Graphical Approach.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001). Some color figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Goodness of Fit; Models; Monte Carlo Methods; *Sample Size; Simulation
IDENTIFIERS- *Power (Statistics)

The purpose of this study was to investigate the effects of sample size on the power of five selected fit indices through a Monte Carlo simulation. Two models (a reduced and a complete model) and 6 sample sizes (20, 50, 100, 200, 500, and 1,000) were used to investigate the effect on the power of fit indices as the sample size was varied. The power of the selected fit indices, more often than not, was different across sample sizes, indicating that sample size does affect the power of the fit indices. The results of this study indicate that of all the indices examined, the Goodness of Fit Index (GFI) was the most powerful fit index. (Contains 2 tables, 4 figures, and 26

frequently encountered was that of the university or college campus, where most of the subjects were teaching as well as studying. The demands of the job and the research added another kind of conflict to the Ph.D. process conflict. As these students learned to "speak the language" of doctoral research, they were subject to the norms of the discipline while finding their own places and selves. (Contains 29 references.) (SLD)

ED 452 229 TM 032 515

Hartley, Kendall; Bendixen, Lisa D.
The Use of Comprehension Aids in a Hypermedia Environment: Investigating the Impact of Metacognitive Awareness and Epistemic Beliefs.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Biology; *College Students; *Comprehension; Educational Objectives; *Epistemology; Glossaries; Higher Education; *Hypermedia; *Metacognition

A descriptive study analyzed learners' use of comprehensive aids such as objectives and the glossary in a hypermedia tutorial. College students (n=101) read a short hypermedia tutorial on the topic of E. coli. Relationships between the use of the comprehension aids and individual characteristics such as metacognitive awareness and epistemic beliefs were evaluated. It was hypothesized that the more metacognitively skilled learners and those with more sophisticated beliefs about learning would use the aids more frequently. The findings indicate that the uses of some comprehension aids are significantly related to certain epistemic beliefs, although the relationships were not in the expected direction. The majority of the factors analyzed did not indicate a significant relationship between beliefs and the use of comprehension aids. (Author/SLD)

ED 452 230 TM 032 516

Hackmann, Donald G.; Hecht, Janet E.; Harmston, Matt T.; Pliska, Ann-Maureen; Ziomek, Robert L.
Secondary School Scheduling Models: How Do Types of Models Compare to the ACT Scores?
PUB DATE- 01
NOTE- 26p.; Poster presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Block Scheduling; *College Entrance Examinations; *High School Seniors; High Schools; *Scores; Test Results; Time Blocks
IDENTIFIERS- ACT Assessment; Scholastic Assessment Tests

This study examined the relationship between school scheduling format and average composite scores on the ACT Assessment after controlling for lifestyle factors, gender, school enrollment levels, number of examinees, and years under the scheduling model. The participants were 38,089 high schools seniors in 568

PUB DATE- 99
NOTE- 73p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Elementary School Students; *Grade 3; Measurement Techniques; Primary Education; Scoring; State Programs; *State Standards; Test Format; *Test Items; Test Use; *Testing Programs
IDENTIFIERS- *Arizona

This guide is designed to give the student helpful information about Arizona's Instrument To Measure the Standards (AIMS) for grade 3. The guide provides examples of the type of questions students see on AIMS and explains how items are scored. It does not teach what the student needs to know to do well on AIMS, but it will help the student know what to expect and help parents know how to help their children. AIMS consists of multiple choice, short-answer, and extended writing questions. Some test-taking strategies are outlined, and descriptions are given of the reading, writing, and mathematics tests. Appendixes contain the scoring keys for the sample test items included for each area, the scoring guide for the writing test, and a writer's checklist for preparing the writing tasks. (SLD)

ED 452 253 TM 032 539

5th Grade Student Guide for Arizona's Instrument To Measure Standards.
PUB DATE- 99
NOTE- 69p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Elementary School Students; *Grade 5; Intermediate Grades; Measurement Techniques; Scoring; State Programs; *State Standards; Test Format; *Test Items; Test Use; *Testing Programs
IDENTIFIERS- *Arizona

This guide is designed to give the student helpful information about Arizona's Instrument To Measure the Standards (AIMS) for grade 5. The guide provides examples of the type of questions students see on AIMS and explains how items are scored. It does not teach what the student needs to know to do well on AIMS, but it will help the student know what to expect and help parents know how to help their children. AIMS consists of multiple choice, short-answer, and extended writing questions. Some test-taking strategies are outlined, and descriptions are given of the reading, writing, and mathematics tests. Appendixes contain the scoring keys for the sample test items included for each area, the scoring guide for the writing test, a review of test taking strategies, and other information about the extended writing tasks. (SLD)

ED 452 254 TM 032 540

8th Grade Student Guide for Arizona's Instrument To Measure Standards.
PUB DATE- 99

investigate differences between participants' subjective beliefs about DAP and DIP; and (3) to explore relationships between the viewpoints and families' and teachers' demographic information. Fifteen teachers and fifteen parents of children from three Head Start settings participated in the study. Q-methodology was used to structure the data collection, analysis, and interpretation of the data. Two contrasting beliefs about DAP and DIP emerged from the analysis. Results indicate a shared belief that early childhood practices should be naturally motivating and problem-solving activities, where the program explores a multitude of diversity issues, with open communication among all the stakeholders. A secondary belief system existed that reflected the continuum from teacher-directed to child-initiated activities. (Contains 1 figure, 3 tables, and 63 references.) (Author/SLD)

ED 452 275 TM 032 563

Daigle, Marie A.
The Learner-Centered Classroom: Helping Teachers Apply Constructivist Principles to Standards-Based Teaching and Assessment.
PUB DATE- 00
NOTE- 93p.; Ed.D. Practicum II Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; *Elementary School Teachers; Graduate Study; Higher Education; *Knowledge Level; *Professional Development; *Standards; Student Evaluation; Thinking Skills
IDENTIFIERS- *Learner Centered Instruction

The knowledge teachers in an elementary school had of constructivist principles in the context of standards-based teaching and assessment was investigated and then addressed through a graduate-level course developed by the researcher. The knowledge level of the teachers was studied through interviews, classroom observations, and responses of 46 teachers to a Scale of Constructivist Approaches developed and administered by the researcher. The researcher then developed and implemented a practicum as a three-credit graduate level course through a local college accompanied by the development of a training and mentoring presentation on CD-ROM. Analysis of the data for the 16 teachers who completed the course and the 7 who continued in the 5-month training and mentoring project that followed the course indicated that after the course and the subsequent training and mentoring, participants were able to use effective questioning strategies to prompt student use of metacognitive strategies and use varied questioning levels to address the needs of all learners. They were able to prepare adequate assessment prototypes promoting higher level thinking skills and to prepare standards-based assessment instruments within a constructivist framework. Participants indicated improvement in their ability to apply constructivist principles to their standards-based classrooms. Seven appendixes contain supplemental information about the practicum, including the initial survey. (SLD)

ED 452 276 TM 032 564

Jiang, Mingming; Shrader, Vincent
Building a Revolutionary Way of Learning: A Study of a Competency-

parents to work, and limiting time on welfare. It identifies program features associated with effects on children's school achievement, social behavior, and health. The studies randomly placed parents in either a program group, which had access to new services and benefits and was subject to new rules, or a control group, which received benefits and was subject to previously existing rules. In surveys conducted 2-4 years after parents entered the studies, children's school achievement, social behavior, and health were measured, and a subset of single parents was analyzed. Overall, programs that included earnings supplements for parents who went to work positively affected elementary students, whose academic achievement surpassed that of children in the traditional welfare system. Adding mandatory employment services did not greatly reduce those positive effects. Programs with mandatory employment services and programs with time limits had few effects on children. They did have some negative effects on adolescent behavior and school achievement. The positive effects of earnings supplement programs on children were most pronounced for children of long-term welfare recipients. An appendix presents outcome levels and impacts underlying effect sizes presented in this monograph. (Contains 76 references.) (SM)

ED 452 293   UD 034 114

Polit, Denise F.; London, Andrew S.; Martinez, John M.
Food Security and Hunger in Poor, Mother-Headed Families in Four U.S. Cities. The Project on Devolution and Urban Change Working Paper.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.; Cleveland Foundation, OH.; California Wellness Foundation.; Edna McConnell Clark Foundation, New York, NY.; Department of Health and Human Services, Washington, DC.; Department of Agriculture, Washington, DC.; James G. Irvine Foundation, San Francisco, CA.; Alcoa Foundation, Pittsburgh, PA.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Joyce Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 50p.; Also supported by the Ambrose Monell Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; Employment; Family Income; *Hunger; Mothers; One Parent Family; Poverty; Urban Areas; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Food Security

Drawing on 1998-99 survey and ethnographic data from research on the implementation and effects of welfare reform in four large cities, this paper describes the food security of mother-headed families in highly disadvantaged urban neighborhoods who had received or currently receive cash welfare benefits. The families of four groups of women were compared: those who worked and no longer received welfare; those who combined welfare and work; nonworking welfare recipients; and those who neither worked nor received welfare. Food insecurity in the prior year was high in all groups. About half the families were food insecure. There was hunger in over 15 percent of families. Nearly one-third of the families had food hardships affecting children's diets. Food insecurity was highest among families where mothers had neither employment income nor welfare benefits and lowest among families where mothers worked and no longer received welfare, though even in this group, 44.5

ED 452 312 UD 034 135

Shaw, Susan, Ed.
Intercultural Education in European Classrooms: Intercultural Education Partnership.
PUB DATE- 00
NOTE- 148p.; Publication made possible through financial assistance from the Community of the European Union. Published by Trentham Books. Produced by the Intercultural Education Partnership U.K.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acceleration (Education); Bilingual Students; *Diversity (Student); Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; Language Minorities; *Multicultural Education; Multilingualism; Parent Participation; Racial Bias; Reading Instruction; *Second Language Instruction
IDENTIFIERS- *Europe; *United Kingdom

This collection of papers demonstrates the role of the Intercultural Educational Partnership in the United Kingdom. It offers contributions from teachers, educationalists and academics in the field of second/additional language learning. The papers include: "Introduction: 'Learners' or 'Learned'" (Susan E. Shaw); "Second Language Pedagogy: A Value Free Zone?" (Constant Leung); "Accelerated Schooling for All Students: Research Findings on Education in Multilingual Communities" (Wayne P. Thomas and Virginia P. Collier); "Learning to Read in a Second Language: Fact and Friction" (Jim Cummins); "Lefteris Doesn't Go To School Any Longer" (Kostas Magos); "The Power of Babel: Collaboration and Empowerment (an extract)" (Viv Edwards); "'Mum, Let's Learn Together!': Some Examples of Parental Participation Using the Mother Tongue" (Joke Kypriotakis); "Teaching Academic Language to Pupils With EAL" (Carrie Cable); "A Holistic Approach to Second Language Assessment and Planning: Using and Developing the Full Repertoire" (Tim Parke); "Bilingual Teaching in a Russian-Finnish Class" (Anna Hirvoven); "Adaptation to Classroom Language" (Maria Pinzani Tanini); and "Teaching English as an Additional Language: Time For a Productive Synthesis" (Susan Jaine). (Contains 140 bibliographic references.) (SM)

ED 452 313 UD 034 136

Gravelle, Maggie, Ed.
Planning for Bilingual Learners: An Inclusive Curriculum.
PUB DATE- 00
NOTE- 171p.; Published by Trentham Books.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Students; Childrens Literature; Curriculum Development; Educational Environment; Elementary Secondary Education; English (Second Language); Faculty Development; Foreign Countries; Language Minorities; Literacy Education; Mainstreaming; Numeracy; *Planning
IDENTIFIERS- European Union; Italy; Story Writing

This book offers a framework designed to help teachers include bilingual learners in their curriculum planning. It considers high school education did increase. The recent group reported more experience with economic struggles such as worries about having enough food and difficulties paying rent. The significant percentage of health problems and high returns to welfare indicated continuing problems for leavers. (SM)

ED 452 330   UD 034 155

Ginorio, Angela; Huston, Michelle
Si, Se Puede! Yes, We Can: Latinas in School.
PUB DATE- 01
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Influences; Educational Attainment; Elementary Secondary Education; Enrollment Trends; Family Influence; *Females; Grading; Graduation; Higher Education; *Hispanic American Students; Majors (Students); Peer Influence; Self Efficacy; Standardized Tests; Student Characteristics; Student Participation; Track System (Education)
IDENTIFIERS- *Latinas

This publication explores the experiences of Latinas in the United States' educational system, utilizing the concept of "possible selves" to investigate the lives of Latinas in school, at home, and with their peers. The concept of "possible selves" articulates the interaction between Latinas' current social contexts and their perceived options for the present and the future. Part 1, "Overview of Trends of Latinas' Educational Participation," focuses on: graduation rates, suspensions, tracking and course-taking, standardized test scores, grades, college enrollment by type of college, completion of degrees, majors, Latina/o faculty, and economic effects of education. Part 2, "Characteristics of Communities Affecting Participation/Success," looks at family, peers and peer groups, and schools. Part 3, "Individual Characteristics Associated with Educational Outcomes," discusses culture and the individual and self-efficacy. Part 4, "Conclusions and Recommendations," analyzes the effect of family, school, and community on academic potential and offers recommendations for school personnel, families, and policymakers. The three appendixes provide information on the research methodology, a summary of data on Latinas for selected states, and some Latina-serving programs in the United States. (Contains 259 references.) (SM)

ED 452 331   UD 034 157

Foster-Bey, John; Rubin, Mark; Temkin, Kenneth
Earning a Living Wage: Metro Differences in Opportunity and Inequality for Adult Males with Low Education Levels. Working Papers on Regional Economic Opportunities.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Northwest Area Foundation, St. Paul, MN.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Economic Factors; *Educational Attainment; *Employment Opportunities; Employment Patterns; Family Income; *Males; Minority Groups; Racial Differences; Racial Discrimination; *Urban Areas; *Wages

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Community Colleges; Educational Innovation; *Educational Technology; *Faculty Development; Grants; *Program Implementation; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Middle Georgia College

Middle Georgia College started the Faculty Technology Minigrant Program to prepare graduates to be successful participants in a technology-based society and to enhance student learning through instructional technologies. Developed by the Technology Roundtable Committee (TRC), the program addresses the need for faculty expertise in choosing and using technology. The Request for Proposal is open to all full-time faculty, with a limit of one grant per faculty for each grant cycle. The 1999-2000 cycle funded 13 projects for a total of $64,000, including: (1) two online composition courses; (2) an online tutorial drop-in for the College Success course; (3) anatomy tutorials on CD-ROM; and (4) clinical use of notebook computers for care planning and patient teaching in Nursing. The 2000-2001 cycle funded eight such projects for $44,000, and the 2001-2002 grants fund eleven at $50,000. Outcomes from the projects are excellent. In many, student grades were significantly higher than they were in classes that did not use these new technologies. Student learning and satisfaction also increased. Information on the application process and a copy of the application are appended, as is the Faculty Technology Minigrant Agreement for 2001-2002. (CJW)

ED 451 848 JC 010 281

Stauf, Gabriele Ulrike
As Successful as the County Fair: Bainbridge College's Peer Tutor Program.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Community Colleges; *Peer Teaching; Program Evaluation; *School Holding Power; *Teaching Methods; *Tutoring; Two Year Colleges

Out of a need for students to find a sense of belonging, Bainbridge College (Georgia) has started a peer-tutoring program, which recruits, trains and retains tutors of quality. The program has been in place for four years and has been very successful. Not only do tutors get the chance to help others with schoolwork, they also achieve personal goals. Peer-support leads to personal academic accomplishment, increased self-esteem, rewards, and recognition. Four components make up the program: (1) campus-wide tutor recruiting and learning center utilization (all students and staff must submit applications and take part in interviews to become tutors); (2) training that achieves a standard of performance, develops accountability, and fosters professional behavior (weekly training sessions for tutors exist); (3) learning community traditions (tutors express to future applicants the benefits of becoming tutors); and (4) fostering self-assessment and transition through mentoring (tutors are mentored by directors to achieve goals). Because of this program, student retention is up by five percent over the last three years, and many students now use the learning center for educational support.

deliberations from a national invitational colloquium convened by the two councils in July 2000. Author is the executive director of the consortium for Community College Development.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; *Community Colleges; Competency Based Education; *Credentials; Educational Change; *School Business Relationship; Special Degree Programs; Two Year Colleges; Vocational Education

This discussion paper addresses the impact of major trends in certification and credentialing on community colleges. Most community colleges are familiar with traditional credentialing and certification. However, changes in the number of people seeking higher education as a means to a better economic future and the shifting skill requirements of business and industry are creating a major impact. Colleges need to harmonize the current conflicting demands of regional credentialing, state policy and rules, and accreditation and licensure requirements. Colleges should revise their standards and documentation processes to address the reality that business and industry are becoming suspicious about the qualifications of college graduates, given the institutions' inability to document measurable skills. One of the objectives of a new credentialing model is to establish the nation's community colleges as leaders in expressing, adopting, and credentialing nationally recognized, world-class workforce standards. Recommendations for an improved model include: (1) professions should establish and clearly communicate standards for credentials and certifications to community colleges and hold faculty and the institution responsible for implementation; (2) in occupational areas, professions should take responsibility for the design of the curriculum, certificates and credentials; and (3) stakeholders' expectations regarding credentialing and certification should be identified. (JA)

ED 451 869 JC 010 310

Achieving the Diversity Commitment: A Policy and Resource Paper of the California Community College Trustees.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; *Community Colleges; *Diversity (Faculty); *Diversity (Student); Educational Administration; *Educational Policy; Institutional Mission; *Organizational Objectives; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document discusses the goals and efforts of the California Community College Trustees (CCCT) in promoting diversity in the system's students, staff, and faculty. Goals include: (1) holding conferences and seminars that assist local colleges in addressing diversity on their campuses and model a value for diversity; (2) paying attention to the implications of diversity issues in research and policy analyses; (3) representing local college perspectives to state and federal government and agencies, supporting policy that values diversity and empowers local districts to value diversity; (4) creating content in publications and other communications that assists local colleges in addressing diversity and models diversity; (5) ensuring that all partners, services, and

In response to growing public understanding of the importance of quality care and activities during out-of-school hours for children's healthy development, a variety of out-of-school initiatives are being implemented across the country. This guide is designed to provide policy makers, program leaders, system-building advocates, and others with practical information on creating and maintaining public-private partnerships. The guide draws from the experiences and wisdom of successful partnership leaders at the national, state, and local levels to provide resources for existing and future partnerships. The guide's introduction describes out-of-school time and community school initiatives (OST/CS) as initiatives that provide children with safe, structured places to spend time when they are not in school; OST initiatives focus on recreational, academic, and developmental opportunities that supplement the education provided in school, and CSs offer the same programs in addition to supporting other efforts and activities for families or the extended community. The following topics are addressed: (1) definition of a public-private partnership; (2) why public-private partnerships are created, focusing on the motivations of various partners; (3) what public-private partnerships do, focusing on increasing the supply and improving the quality of OST/CS programs, raising revenue, and building state and community systems for OST/CS initiatives; (4) challenges for partnerships supporting OST/CS, including the heterogeneous nature of OST/CS initiatives, reluctant partners, and funding for collaboration; (5) ten principles for successful public-private partnerships, such as clear goals, regular measurement of progress toward goals, and inclusion of families in the development of programs and services; and (6) strategies for creating and sustaining partnerships. The guide concludes with lists of print and organizational resources. (KB)

ED 451 889 PS 029 332

KIDS COUNT in Virginia, 2001 Data Book .
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 65p.; Support also provided by the Children's Hospital of the King's Daughters, Inova Health System, and Carilion Medical Center for Children. Published bi-annually. For 1999 Data Book, see ED 427 856.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accidents; Acquired Immune Deficiency Syndrome; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Neglect; *Child Welfare; *Children; Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Infants; Lunch Programs; Mental Health; Mortality Rate; Poverty; Preschool Education; Smoking; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; *Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Child Mortality; *Indicators; *Virginia

This Kids Count data book details statewide trends in the well-being of Virginia's children. The statistical portrait is based on the following four areas of children's well-being: health and safety; education; family; and economy. Key indicators examined are: (1) prenatal care; (2) low birth weight babies; (3) infant mortality; (4) child abuse or neglect; (5) child

Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999). Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Demonstration Programs; *Elementary Education; *Elementary School Students; Mathematics Achievement; *Outcomes of Education; Preschool Education; Reading Achievement; *Student Adjustment; *Transitional Programs
IDENTIFIERS- *Project Head Start

The National Transition Demonstration Study was conducted to provide information about the implementation and impact of a federally funded program to enhance early public school transition of former Head Start children and their families by extending Head Start-like supports through the first 4 years of elementary school. The study design involved random assignment of schools to a Transition Demonstration group or to a Comparison group. A total of 7,515 former Head Start children and families participated in the study in 1992-1993 and 1993-1994. Key features of the program related to parent involvement, educational enhancement, family social support, health and nutrition, and close collaboration between public schools and Head Start programs. Findings indicated that local programs varied tremendously in how successfully they implemented services. Distinctive characteristics of the most successful programs included their positive relationship between public schools and Head Start; their highly committed, competent, and respected leadership; and a successful record of creating strong partnerships. Educational enhancement was found to be the most challenging area to implement fully. Former Head Start children showed good progress in reading and mathematics during their first 4 years of school, with largest gains in the first 2 years. By the end of second and third grade, they performed at the national average, with both treatment conditions exhibiting the same pattern of positive academic achievement. Children's social skills were rated at close to national averages. Demonstration classrooms showed some significant, although small, differences in characteristics and transition supports relative to Comparison classrooms. Many families in both groups steadily decreased in their need for public assistance. All demonstration sites reported that they strongly valued the program, and many instituted aspects of the program for continuation beyond the funding period. (KB)

ED 451 907 PS 029 367

Chvojicek, Ruth; Henthorne, Mary; Larson, Nola
Transition Magician for Families: Helping Parents and Children with Everyday Routines.
PUB DATE- 01
NOTE- 118p.; Illustrated by Mary Henthorne.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Family Life; Parent Child Relationship; *Parent Teacher Cooperation; *Parents; *Preschool Teachers; Teacher Role; Workshops; *Young Children
IDENTIFIERS- *Daily Routines; Family Activities; *Transitional Activities

The third volume in the Transition Magician series, this book is

NOTE- 0p.; For 1997-1998 report, see PS 029 382; for 1998-1999 report, see PS 029 383; and for 1999-2000 report, see PS 029 384.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Preschool Children; *Preschool Education; *Program Descriptions; Videotape Recordings
IDENTIFIERS- Early Head Start; *North Dakota; Program Characteristics; *Project Head Start

The Head Start program is a comprehensive child development program designed to increase the social competence of children in low-income families and children with disabilities and to improve their chances of school success. This 9-minute videotape describes the Head Start and Early Head Start programs in North Dakota. The tape features parents talking about the program and the benefits for children and families as well as videotape footage of children during a typical Head Start day. The videotape highlights the development of possibilities for income-eligible children and their families through the Head Start-provided educational program, regular medical and dental care for children, family education and involvement opportunities, and encouragement of parental self-sufficiency. Topics discussed include providing culturally relevant education, meeting the needs of children with disabilities, providing transportation, and easing transition to kindergarten. (KB)

ED 451 926 PS 029 387

Sokal, Laura; Seifert, Kelvin; Piotrowski, Caroline
Gender Schematic Development within the Family Context.
PUB DATE- 01
NOTE- 13p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Family Environment; *Femininity; Gender Issues; *Masculinity; *Parent Influence; *Sex Differences; *Sex Role; Sex Stereotypes; Sexual Identity
IDENTIFIERS- Gender Schema Theory

Organizing the world into masculine and feminine categories is a process called "gender schematicity." High gender schematicity has been linked with children's inclination to self-select out of certain learning opportunities that they deem gender-inappropriate. This study examined gender schematicity among kindergartners and fourth-graders and their parents. Parents completed the Bem Sex Role Inventory and were classified as gender-typed or non-gender-typed. Children completed a toy-selection exercise that used response latencies to differentiate highly gender-schematic children from those with lower gender schematicity. Findings showed that boys were more gender-schematic than girls; no age effects were found. Boys with gender-typed fathers and non-gender-typed mothers were more schematic than girls with parents of the same gender-type classification, than girls with non-gender-typed mothers and gender-typed fathers, and than boys with two non-gender-typed parents. (Contains 18 references.) (EV)

ED 451 927 PS 029 388

themes emerging from analysis: (1) autobiographical approach and reflective activity as keys to teacher preparation; (2) field integration and transforming oneself as a life-long learner; (3) social pro-activism; (4) new self image as co-learner; (5) effectiveness of DCAP-based teacher education curriculum; (6) emerging self- critical questions; and (7) obstacles and dilemma to implementing DCAP-based teacher preparation. The paper's four appendices describe how four universities prepare their early childhood teachers to work with young children and families from various ethnic/racial/cultural backgrounds. (Contains 57 references plus additional references in appendices.) (KB)

ED 451 944 PS 029 407

DeLoache, Judy S., Ed.; Gottlieb, Alma, Ed.
A World of Babies: Imagined Childcare Guides for Seven Societies.
PUB DATE- 00
NOTE- 280p.; Foreword by Jerome Bruner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Development; *Child Rearing; Colonial History (United States); *Cultural Differences; *Cultural Influences; Ethnography; Foreign Countries; Indigenous Populations; *Infant Care; *Infants; Muslims; *Parent Child Relationship; Parents; Puritans
IDENTIFIERS- Aboriginal Australians; Africa (Central); Africa (West); Australia; Bali; Fulbe; Historical Background; Indonesia; Ivory Coast; Micronesia; Turkey

People living in different parts of the world hold diverse beliefs about the nature and the nurturing of infants. Celebrating that diversity and based on the research of anthropologists, psychologists, and historians, this book presents information on child care from seven societies around the world, past and present, illustrating how the childrearing customs of any given society make sense when understood within the context of that society. The seven societies include the Puritans of seventeenth century Massachusetts and six contemporary societies: the Beng of Ivory Coast, the Balinese of Indonesia, Muslim villagers in Turkey, the Warlpiri (an Australian Aborigine group), the Fulani of West and Central Africa, and the Ifaluk people of Micronesia. Following an introductory chapter, each chapter is written in the style of a child care manual. Each "manual" starts with a brief biography of its fictive author, followed by advice to prospective and new parents on a wide range of topics. The chapters are: (1) "If Dr. Spock Were Born in Bali: Raising a World of Babies" (Judy S. DeLoache and Alma Gottlieb), focusing on the challenges of caring for children, cultural foundations of infant care practices, and valued personal characteristics; (2) "A Parenting Manual, with Words of Advice for Puritan Mothers" (Debbie Reese); (3) "Luring Your Child into This Life: A Beng Path for Infant Care" (Alma Gottlieb); (4) "Gift from the Gods: A Balinese Guide to Early Child Rearing" (Marissa Diener); (5) "Making Babies in a Turkish Village" (Carol Delaney); (6) "Infants of the Dreaming: A Warlpiri Guide to Child Care" (Sophia L. Pierroutsakos); (7) "The View from the 'Wuro': A Guide to Child Rearing for Fulani Parents" (Michelle C. Johnson); and (8) "Never Leave Your Little One Alone: Raising an Ifaluk Child" (Huynh-Nhu Le). The book concludes with citations and sources cited. (KB)

ED 451 945 PS 029 408

*Nutrition; Nutrition Instruction; *Preschool Children; *Program Effectiveness; Program Evaluation; Referral; Research Problems
IDENTIFIERS- Nutrition Services; *Women Infants Children Supplemental Food Program

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a federally funded program providing supplemental food and nutrition services to lower-income pregnant, breastfeeding, and postpartum women and also serves infants and children up to age 5 who are at nutritional risk. Included in these services are nutrition education, breastfeeding promotion and support, and referrals to health and social services. As directed by the William F. Goodling Child Nutrition Reauthorization Act of 1998, this report: (1) identifies the number and nature of recent studies that have examined the effectiveness of nutrition education, breastfeeding promotion and support, and referral services; and (2) summarizes research information on the effectiveness of these services. Information was obtained through relevant databases and consultation with WIC program staff and other program stakeholders. Twelve demonstration and seven impact studies conducted after 1995 were examined. Most studies focused on breastfeeding promotion and support. Despite some methodological limitations, the findings of the demonstration studies suggest that certain types of interventions, such as providing breastfeeding support in the hospital following delivery, have the potential to be more effective than the usual WIC interventions. The more effective strategies may cost more than usual WIC approaches. The findings of the seven impact studies provided few insights into the effectiveness of specific services. Their findings were severely limited by methodological constraints, including the use of outdated and poor-quality data. This report concludes with a recommendation that the Department of Agriculture improve demonstration research by incorporating relevant cost information. Six appendices include information on the methodology, bibliographies of the demonstration and impact studies, and a table delineating major findings, scope, and limitations of the demonstration studies. (Contains 23 endnotes.) (KB)

ED 451 962 PS 029 425

Masche, J. Gowert; Barber, Brian K.
Connectedness and Separation in Parent-Adolescent Relationships: Indicators of a Successful Identity Development?
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Emotional Adjustment; Foreign Countries; Loneliness; *Parent Child Relationship; *Parents; Self Esteem; Well Being
IDENTIFIERS- Germany; *Identity Formation; *Individuation; Parental Supervision

On the basis of individuation approaches to the study of parent-adolescent relationships, this study hypothesized that connectedness and separation will be separately and jointly related to indicators of successful identity development. A spent their time playing and helping their extended families in the tasks of daily life, assimilating numerous skills and a strong work ethic. Their grandparents usually supervised them and supplied stories and examples directed toward teaching courtesy and building character. Formal education was geared toward a calling, decided by the community based on the child's needs, talents, and personality. The child then studied for many years with one major teacher. Instruction was individually tailored so that children could not fail. Assessment was ongoing and conducted by the entire community. To be a teacher, one needed to master one's profession and apply one's learning toward the achievement of wisdom and spiritual truth. Character was emphasized throughout the process. Other viable systems of education existed throughout the world, and despite cultural differences, there were similarities among them. Aspects of ancient educational systems that could be used in reforming the modern Euro-American system of education include local community ownership of the school, integrated curriculum, strong emphasis on character, changes in the student-teacher relationship, and the value of lifelong learning. Examples are given of modern adoption of traditional educational principles and practices. (Contains 12 references.) (TD)

ED 451 980 RC 022 892

McCluskey, Murton L.
Indian Education Curriculum Guide. Revised Edition.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; American Indian History; *American Indian Studies; *American Indians; *Class Activities; *Cultural Awareness; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; Tribes
IDENTIFIERS- *American Indian Contributions; *Montana

This guide contains information and suggestions intended for the teacher planning an Indian unit or American Indian Heritage Day activities. The first five chapters describe American Indian contributions and influences in foods, design, language, government, pharmaceuticals, art, and sports. The sixth chapter contains 24 sources for these contributions. Three chapters present suggested activities for Native American Day and other celebrations, as well as activities related to Native Americans in the subject areas of art, home economics, language arts, mathematics, music, physical education, science, and social studies. Detailed plans are not included. For specific details or affirmation, it is recommended that teachers consult their Indian education program, resource people, tribal council, or others possessing specific knowledge on the topics. An extensive bibliography section presents fiction, nonfiction, and reference works, including references for selecting books about Native Americans and for incorporating Native materials into the curriculum. Books are separated into two sections, for secondary students and adults and for children. Resources are also listed for specific Montana tribes. Two chapters present a chronology of important dates and the declaration of American Indian Heritage Day in Montana. The final chapter presents the importance of the buffalo to Native Americans, a map of early tribal distribution, and an outline and directions for a Native American education unit. (TD)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *College Students; Cultural Pluralism; *Educational Environment; Higher Education; *Multicultural Education; *Racial Attitudes; Rural Schools; Rural Youth; *School Culture; Stereotypes; *Student Attitudes
IDENTIFIERS- *Appalachia; Institutional Discrimination; Kentucky (East)

A study explored the multicultural predispositions of Appalachian college students. Surveys addressing 23 variables related to demography, ideology, race perceptions, and university were returned by 437 students in 12 majors at Moorehead State University (Kentucky). Results indicate that the students of Eastern Kentucky gave tepid support to multicultural goals. Most agreed that multicultural information should be available at the university and that the college should hire more minority faculty/staff. Substantial segments favored the availability of multicultural classes, but most were reluctant to make these obligatory. Only about one-fourth said they felt personally compelled to learn more about cultural diversity. When every variable was simultaneously addressed, none of the demographic or ideological variables showed any impact. Students who held derogatory notions of minorities and insisted that racism had disappeared were those who generally rebuked a multicultural education. Of all variables, the degree of racial resentment was the best predictor variable. Factors that diminished parochial attitudes included racially heterogeneous friendships, liberal friends, multicultural professors, and multicultural classes. Educators should try to construct formal and informal settings that reinforce pro-multiculturalism sentiments, but in a fashion that does not seem imposed or obligatory. (Contains 64 references.) (TD)

ED 451 998 RC 022 935

Meehan, Merrill L.; Cowley, Kimberly S.; Chadwick, Kristine L.; Whittaker, Denise
Academic Aspirations of Appalachian Seventh Graders and Their Parents.
SPONS. AGENCY- Fairmont State Coll., WV.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *College Preparation; Grade 7; Higher Education; Junior High Schools; *Middle School Students; Middle Schools; Parent Aspiration; *Parent Attitudes; Parent Student Relationship; *Rural Youth; Self Concept; *Student Attitudes; Student Surveys
IDENTIFIERS- *Academic Self Concept; Parent Surveys; West Virginia

Parent and student surveys were conducted in nine primarily rural West Virginia counties to gather baseline information on incoming seventh-grade students' and parents' awareness of and aspirations for postsecondary education. The surveys are administered each year as part of Fairmont State College's GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant. This paper summarizes findings from first-year surveys, February 2000. Surveys were completed by over 2,200 students at 29 middle and junior high schools and by 1,840 proceeds from the sustainable management of their natural resources would be shared with local governments. These proceeds partially refund the tax revenues lost by local governments and go toward funding rural schools, roads, and other services. Since 1990, controversies over federal forest management policies and reduced timber sales have decreased these payments dramatically, leaving many rural schools in difficult circumstances. A Senate subcommittee held hearings on proposed legislation that would establish a set amount to be paid to affected local governments and apply available receipts to meet these payments, with general treasury funds making up the difference. Only 75 percent of the payments would go to the traditional schools and roads program; 25 percent would be given to the counties for federal-land management projects developed locally. The bill aims to provide secure funding for rural schools while giving people a new incentive to work together at the local level. Testimony from U.S. Senators; county commissioners; and representatives of organizations advocating school, environmental, community, and timber industry interests discussed details of funding mechanisms, the balance between economic and ecological concerns, the composition and duties of local advisory committees, the risk of catastrophic wildfires, and issues related to community survival. (SV)

ED 452 016   RC 022 953

Murkowski, Frank H.
Secure Rural Schools and Community Self-Determination Act of
  1999. Report To Accompany S. 1608 . Calendar No. 520.
PUB DATE- 00
NOTE- 26p.; For a related Senate hearing, see RC 022 952.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Federal
  Legislation; *Forestry; Land Use; Local Government; *Natural
  Resources; *Rural Schools; *School Funds
IDENTIFIERS- Congress 106th; *Federal Lands; Forest Service;
  National Forests; Public Lands; *Resource Management

When the National Forest System was established in 1907, Congress required that 25 percent of revenues derived from National Forests be shared with the counties where they are situated. These proceeds partially refund the tax revenues lost by local governments and help fund rural schools, roads, and other services. In recent years, reduced timber sales have decreased these payments dramatically, seriously impacting educational programs, road maintenance, and other services in the affected counties. This report from the Senate Committee on Energy and Natural Resources presents and recommends passage of S. 1608, which would establish secure payments for states and counties containing federal lands and apply available forest revenues to meet these payments, with general treasury funds making up the difference. Of the payments made, 80-85 percent would go to the traditional schools and roads program; 15-20 percent would be given to the counties for federal-land management projects developed locally. The bill aims to provide secure funding for rural schools while improving cooperative relationships among the people that use and care for federal lands and federal management agencies. This report contains the text of the legislation; its purpose, background, and history; and explanations of each legislative section. A statement by James R. Lyons, Agriculture Under Secretary for Natural Resources and Environment, explains why the Clinton Administration opposed

"Intuitive beliefs and undefined operations: The cases of division by zero" (Pessia Tsamir and Dina Tirosh); (31) "Factors contributing to learning of calculus" (Behiye Ubuz and Burcu Kirkpinar); (32) "Supporting change through a mathematics team forum for teachers' professional development" (Paola Valero and Kristine Jess); (33) "Student teachers' co

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ED 452 035   SE 064 506

Peterson, James N.; Hess, Herbert L.
Feasibility, Design and Construction of a Small Hydroelectric Power Generation Station as a Student Design Project.
PUB DATE- 99
NOTE- 8p.; "The College of Forestry, Wildlife, and Range Sciences (CFWRS) at the University of Idaho funded this project."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design; *Electricity; Engineering Education; Higher Education; *Power Technology; Student Experience; Teaching Methods; *Utilities; *Work Experience
IDENTIFIERS- *Hydroelectric Power

An undergraduate capstone engineering design project now provides hydroelectric power to a remote wilderness location. Students investigated the feasibility of designing, building, and installing a 4kW hydroelectric system to satisfy the need for electric power to support the research and teaching functions of Taylor Ranch, a university facility far from the utility grid. After showing such a system to be feasible, they proceeded to design and build it. Technical issues and stringent environmental regulations are addressed. The students documented their design and developed instructions for installation and operation. The system was installed and currently provides electric power for Taylor Ranch. The first year of operation is briefly described and photographs of the equipment are presented. (Author)

ED 452 036   SE 064 551

Protecting Your Environment: An Interactive CD-ROM. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Produced by Marcy Design Group and Electronic Vision.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- ons of variation in a sampling situation" (Chris Reading and Mike Shaughnessy); (13) "Capstone courses in
DESCRIPTORS- *Conservation Education; Ecology; *Environmental Education; Natural Resources; Optical Data Disks; Waste Disposal
IDENTIFIERS- *Ohio

This interactive CD-ROM provides an overview of the environmental risks in Ohio and makes recommendations on how to reduce these risks on individual and community bases. The main menu is divided into three sections that include sub categories. Section A, "Understanding Your Environment," includes: (1) "Air We Breathe"; (2) "Water of Life"; (3) "Living on the Land"; (4) "Animals in Their Habitat"; (5) "Ohio's Natural Resources"; (6) "Our Food"; and (7) "Waste Management." Section B, "Participating in Environmental Protection," includes: (1) "The Big Picture"; (2) "Government and the Environment"; (3) "Viewer Feedback"; (4) "Citizen Efforts"; (5) "Environmental Literacy Survey"; and (6) "Games." Section C, "Reference," includes: (1) "Search for Information"; (2) "Tips on Searching Other Sources"; (3) "Photo Assets"; (4) "Video Assets"; and (5)

Sustainable Seas Expeditions Teacher Resource Book, Units 1 and 2.
SPONS. AGENCY- Richard and Rhoda Goldman Fund, San Francisco, CA.
PUB DATE- 00
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Marine Biology; *Oceanography; *Science Activities; Science Instruction; Teaching Guides
IDENTIFIERS- *National Oceanic and Atmospheric Administration; Oil Spills; Rays (Animals); Sea Turtles; Sharks; Turtles; Whales

This publication describes the Sustainable Seas Expeditions which is a five-year project of ocean exploration and conservation focusing on the National Oceanic and Atmospheric Administration's (NOAA) national marine sanctuaries. This resource book is the first in a two part series. This first teacher resource contains an introduction to the Sustainable Seas Expeditions and Web sites along with background information. There is a listing of the National Marine Sanctuaries, and four classroom investigations are included. Investigation One examines marine species. Investigation Two takes a closer look at one sanctuary. Investigation Three plans an expedition while Investigation Four designs a submersible. Investigation Five uses charts to explore marine sanctuaries. Invesigatio Six examines how an oil spill will affect a national marine sanctuary. Finally, Invesgiation Seven looks at a sea turtle's life cycle. A glossary and a listing of teacher resources are also provided. (SAH)

ED 452 059 SE 064 659

Jacobs, Steve
Whelmers TM . CD-ROM .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Chemistry; *Density (Matter); Elementary Secondary Education; Laboratory Experiments; National Standards; Optical Data Disks; *Physics; *Science Activities; Science Instruction
IDENTIFIERS- *Air Pressure; National Science Education Standards; Wave Processes

This CD-ROM is designed to spark the interest of students with science activities and demonstrations similar to "Jake's Attic" and "Mr. Wizard." This first volume of the "Whelmers" collection engages students in science process thinking. The activities are meant to "whelm" the students, not overwhelm them. Materials lists, video demonstrations, science content correlated to the National Science Education Standards, and assessments for each activity are included. Topics covered include basic physics, chemistry, air pressure, density, and waves. (SAH)

ED 452 060 SE 064 660

Culture & Technology TM . CD-ROM .

Mathematical Sciences and Their Applications throughout the Curriculum: Final Report.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Higher Education; *Mathematical Applications; *Mathematics Curriculum; *Mathematics Instruction

In 1995, the National Science Foundation (NSF) developed a special initiative called Mathematical Science and Their Application Throughout the Curriculum (MATC) which was designed to promote comprehensive improvements in undergraduate education that lead to increased student understanding of and ability to use the mathematical sciences. The program funded seven comprehensive projects which varied in focus and structure. This report provides detailed information about this initiative and its findings. It concludes that the mathematics initiative provides an opportunity for higher education institutions to work together to reform undergraduate mathematics education so that students are both more appreciative of the role of mathematics and mathematical thinking in academic and applied endeavors, and more able to use mathematics. The initiative is introduced and its development, interorganizational, and interdisciplinary arrangements are discussed. (ASK)

ED 452 082 SE 064 684

Shore, Mark A.
The Effect of Graphing Calculators on College Students' Ability To Solve Procedural and Conceptual Problems in Developmental Algebra.
PUB DATE- 99
NOTE- 139p.; Ed.D. Dissertation, West Virginia University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Algebra; Concept Formation; Educational Technology; *Graphing Calculators; Higher Education; Mathematics Instruction; Problem Solving; *Remedial Mathematics; Teaching Methods

The purpose of this study was to investigate the effects of the Casio 9850 and the TI-85 graphing calculators on college students' procedural skills and conceptual understanding in two different developmental mathematics courses. The courses used in this study were Elementary Algebra and Intermediate Algebra. Both the non-graphing calculator group and graphing calculator group were taught with the same goals. The students in the graphing calculator group were allowed to use the graphing calculator in place of performing paper and pencil procedures in class and on all tests. Students in the control group classes did not have a graphing calculator in class or on the tests, although all students were required to have access to a scientific calculator. The tests used in the study were two researcher-generated tests for Elementary Algebra and Intermediate Algebra. The procedural questions on the tests were similar to the Compass Placement Test (CPT), and the conceptual questions on the test were similar to the Core Learning Goals Test (CLGT). The test questions were reviewed and critiqued by a panel of five experts in the field of mathematics education who are familiar with the distinction between procedural skills, conceptual understanding, and the content of these courses. The tests were scored with an jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Each entry ends with a list of easily accessible sources (both print and electronic) designed to guide the student to further reading on the individual. Obituary entries also are included, written to provide a perspective on an individual's entire career. Each issue includes the following indices: general, places of birth, and birthday. This volume includes biographical profiles of K. A. Applegate, Backstreet Boys, Harry Blackmun, Katie Holmes, Charlayne Hunter-Gault, Craig Kielburger, Ricky Martin, Walter Payton, Briana Scurry, Christina Aguilera, Daisy Bates, Carson Daly, Ron Dayne, Henry Louis Gates, Jr., Johanna Johnson, John McCain, Freddie Prinze, Jr., CeCe Winans, Lance Armstrong, George W. Bush, Doris Haddock (Granny D), Jennifer Love Hewitt, Chamique Holdsclaw, John Lasseter, Peyton Manning, Viviana Risca, and George Thampy. (BT)

ED 452 105 SO 032 030

McWhinnie, Louise
A British Graphic Designer Teaching and Learning in South-East Asia.
PUB DATE- 99
NOTE- 6p.; Paper presented at the World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Classroom Techniques; *Cultural Context; *Design; Foreign Countries; *Graphic Arts; Higher Education; *Learning Processes; Personal Narratives; Semiotics; Teacher Student Relationship
IDENTIFIERS- Asian Culture; *Malaysia (Kuala Lumpur); *Teaching Perspectives; Visual Communication

This paper is the work of an international student studying within the School of Art Education at the University of New South Wales, Sydney (Australia), who has undertaken doctoral research on the teaching and learning experiences of international Asian graphic design students within the setting of an overseas university. It identifies the nature of the students' cultural transition and the particular difficulties and dilemmas encountered. The paper considers the researcher's own experiences while teaching "outside her culture" at Kuala Lumpur, Malaysia, some years before. It finds that underpinning the way educators communicate in design is the use of coding systems and semiotics and that, to function in Malaysia, new systems were needed. The researcher/teacher contends that the experience of teaching in Malaysia caused her to re-evaluate her teaching strategies and psychology and her previously held perceptions of her subject. (BT)

ED 452 106 SO 032 180

Martz, Carlton
Matters of Principle.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.
PUB DATE- 99
NOTE- 18p.; Bill Hayes, Editor. Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Independence; Legal Information

This issue of "Bill of Rights in Action" looks at historical and recent innovations in law. The first article examines the code of laws developed by the ancient Hebrews which influenced Roman law, English law, and the U.S. Declaration of Independence and Constitution. The second article explores Thomas Jefferson's writing of the Declaration of Independence and the source of his ideas for that document. The final article looks at the animal-rights movement, an active movement seeking recognition of basic rights for animals. Each article includes questions for class discussion and writing, a further reading list, and classroom activities. (BT)

ED 452 127 SO 032 689

Zoreda, Margaret Lee
John Dewey: Su filosofia y filosofia de la educacion (John Dewey: His Philosophy and Philosophy of Education). Working Paper.
PUB DATE- 01
NOTE- 76p.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational History; *Educational Innovation; *Educational Philosophy; Educational Research; *Recognition (Achievement); *Scholarship
IDENTIFIERS- *Biodata; *Dewey (John)

This paper forms part of an investigation about how the philosophy of John Dewey (1859-1952) can illuminate the practice of the teaching of English as a foreign language. The paper seeks to interpret and synthesize John Dewey's philosophical works to construct a "Deweyian lens" with which to analyze and evaluate the field of the teaching of English as a foreign language. During his 60 years of professional life, Dewey wrote, without being systematic, more than 50 books, 750 articles, and innumerable speeches, reviews, and encyclopedic articles. The paper is limited to an examination of his books which deal explicitly with education. The paper discusses the fundamental affirmations of Dewey's philosophy, his philosophical anthropology, and his political philosophy. Then, it examines how these disciplines translate into an educational philosophy. The paper begins with a brief biography of John Dewey. (Contains 7 notes and 65 references, both in English and Spanish.) (BT)

ED 452 128 SO 032 694

Degelman, Charles, Ed.
Linking Service Learning & Standards.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 18p.; Theme issue. Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; *Citizenship; Educational Practices; Elementary Secondary Education; Program Descriptions; School Community Relationship; *Service Learning; *Social Studies; *Student Participation

This theme issue explores the connection between service learning and standards-based education. In the lead article, "Service Learning and Standards: Are They Compatible?" (Brian Loney), an educator applies his extensive experience with Active

Standards are clearly identified at the beginning of each lesson. Activities in the book reinforce the five geographic themes of location, place, region, movement, and human/environment interaction. Rather than using the Atlas to locate a set of isolated facts, students are encouraged to compare, analyze, and to ask questions that may lead to further study or research using other sources. The book's two introductory activities seek to familiarize the students with the features of the Atlas and highlight recent international economic and political changes. The book's other activities are divided into three sections. The first section uses an area studies approach, a variety of activities focusing on geopolitical and cultural aspects of nations. The next section explores a number of global issues such as human rights, the global environment, and trade. In the last section, students apply research skills to the Atlas as a whole. (BT)

ED 452 149   SP 039 877

Kimonen, Eija, Ed.
Curriculum Approaches: Readings and Activities for Educational Studies.
PUB DATE- 01
NOTE- 278p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Collegiality; *Curriculum Development; *Educational Change; Educational Environment; Educational Improvement; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Language Skills; Preservice Teacher Education; Rural Schools; School Culture; Second Language Learning
IDENTIFIERS- England; Finland; Learning Organizations; Professionalism

This collection of papers examines the premises for changes to the curriculum and the manner in which those changes are reflected in the development of schools in Finland and England. The papers provide an intrinsic context for integrating language and content. The book begins with a foreword, "The Challenges of Curriculum Development and the Complexity of Learning" (Jouko Kari); a preface, "Approaches to Curriculum Development: Learning from Research" (Eija Kimonen); and a note to language students, "The Ambiguity of English: Adding Value or Devaluing Identity" (Glyn Hughes). Part 1, "A Context for Curriculum Issues," includes (1) "The Function of Curriculum and the Concept of Learning" (Maijaliisa Rauste-von Wright); (2) "Teacher Growth and Site-Based Curriculum Development: Developing Inservice Teacher Education" (Viljo Kohonen); and (3) "Effectiveness and Improvement in a Learning Organization"(Pentti Nikkanen). Part 2, "Examining Curriculum Change," includes (4) "A Decade of Curriculum Change in English Primary Schools" (Rosemary Webb and Graham Vulliamy); (5) "A Case-Study Analysis of Curriculum Change in Small Primary Schools in England" (Graham Vulliamy and Rosemary Webb); (6) "Curriculum Changes in the Finnish Comprehensive School: The Lessons of Three Decades" (Raimo Nevalainen, Eija Kimonen, and Seppo Hamalainen); and (7) "Teachers Facing the Challenges of Curriculum Change in the Small Rural School in Finland" (Eija Kimonen and Raimo Nevalainen). Part 3, "Focusing on Reflection," includes (8) "Integrating Content and Language in FL-Medium Instruction" (Anne Rasanen); (9) "New Teacher Professionalism and Collegial School Culture: Empirical Findings of an Action Research Project" (Viljo Kohonen); (10)

mentor program to supporting districts in creating or improving their own mentor programs. This paper examines how a school, college, or department of education can build the capacity of teachers, principals, and district personnel in ways that respect the host of variables that differentiate one district from another and still empower those responsible for new teacher mentor programs with the rich information and research available regarding best practice and research on mentoring and mentoring programs. This includes: providing up-to-date information about mentor program design; setting reasonable expectations; conducting a new teacher support audit; providing mentor training and support in various formats; providing outsiders for mentor training, program meetings, and program evaluation; assisting collaborative programs for school districts; providing showcases of mentoring programs; and ratcheting up general expectations for mentoring. (Contains 27 references.) (SM)

ED 452 169　　　　SP 039 902

Investing in Teaching and Investing in Teaching Databook.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.; Carnegie Corp. of New York, NY.; Educational Testing Service, Washington, DC.
PUB DATE- 01
NOTE- 99p.; Julia E. Koppich is the author of Investing in Teaching. Marceline Mosio and Robert Harmon developed and wrote the Databook. Also supported by Agilent Technologies, Bank of America, Alloy Construction Service, and the USAA Foundation. The databook is sponsored by Williams.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Corporate Support; *Educational Improvement; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *National Teacher Certification; Preservice Teacher Education; Public Education; *School Business Relationship; Teacher Competencies; Teacher Improvement; *Teacher Salaries; *Teaching Conditions; Teaching Skills

This report proposes an agenda that business leaders can use to help improve education. It is the result of the 1999 National Education Summit at which business leaders, governors, and educators pledged to improve the quality of teaching with significantly increased investments in teachers and accountability for results. Recommendations were forged through a national dialogue with business leaders, governors, teachers, administrators, and teacher educators. Specific input was gathered from these stakeholders at various regional meetings. The report calls on states and communities to use this agenda as an overall framework to improve teaching quality. It recommends that states and communities: (1) create a new model of teacher preparation and professional development to provide teachers with the knowledge and tools to do their job, thus helping all students reach high academic standards; (2) create a new model of pay tied to performance and a new employment contract that spells out expectations of teachers as well as assistance and incentives that will be available for them; and (3) create a new school environment that reflects teachers' expertise and provides them with the freedom and flexibility to achieve results. An appendix describes increased state spending to support teachers. The databook presents information on various issues related to teacher quality, such as: (1) how

ED 452 189 SP 039 932

Ganser, Tom
Beginning Teaching in Jamaica: Challenges and Assistance.
PUB DATE- 01
NOTE- 44p.; Paper presented at the Annual Meeting of the Joint Board for Teacher Education (JBTE) (Kingston, Jamaica, January 10, 2001). Project made possible through the University of Wisconsin-Whitewater Strategic Initiative Program (2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Beginning Teacher Induction; *Beginning Teachers; Classroom Environment; *Classroom Techniques; College Faculty; Discipline; Elementary Secondary Education; Foreign Countries; Higher Education; Principals; Teacher Attitudes; Teachers; Work Environment
IDENTIFIERS- *Jamaica

This research project explored the perceptions of school teachers, principals, and college lecturers regarding the challenges, obstacles, and needs faced by beginning teachers in Jamaica, West Indies, and the sources of assistance and support available to them. Interviews with participants indicated that teachers and principals were most challenged by instructional factors, while lecturers were challenged by workplace factors. Teachers emphasized two challenge elements: classroom management and lack of resources. Principals considered lack of dedication to work, weakness in planning, and negative relationships with other key stakeholders the most important challenges. Lecturers' challenges overlapped with those of teachers and principals. All three groups considered people the most important source of assistance and schools as organizations and miscellaneous sources as the least important sources of assistance in solving their problems. Teachers found co-workers particularly helpful, while principals found Ministry of Education workshops and inservice staff development helpful. Again, lecturers' opinions overlapped with those of teachers and principals. (Contains 14 tables.) (SM)

ED 452 190 SP 039 933

Davidson, Betty M.; Dell, Geralyn L.; Walker, Harriet
The Use of the Inquiry Process To Redesign and Implement Innovative Teaching Practices.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Innovation; Elementary Education; *Inquiry; Problem Solving; Rural Schools; Teacher Collaboration; *Teaching Methods
IDENTIFIERS- *Accelerated Schools

This case study highlights how one rural elementary school, where teachers had expressed interest in changing how things were done, provided opportunities for teachers to transform traditional teaching practices into innovative ones. This involved implementing an accelerated schools philosophy (using gifted and talented strategies for all students, even though 98 percent were low-income) and using the inquiry process to redesign and implement innovative teaching practices. Data collection involved interviews with and observations of six teachers and the principal. Interviewees discussed what they references.) (Author/SLD)

ED 452 210 TM 032 495

Hess, Brian; Olejnik, Stephen
Revisiting the Efficacy of Glass's Estimator of Effect Size for Program Impact Analysis.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Estimation (Mathematics); Hypothesis Testing; *Meta Analysis; *Program Evaluation; Statistical Significance
IDENTIFIERS- *Impact Evaluation; *Standardized Mean Difference

Null hypothesis significance testing alone is not sufficient for program evaluation. To assess program impact adequately, effect sizes should be reported and interpreted in the context of similar or alternate programs. A popular effect size for the treatment-control group design has been the standardized mean difference, delta. Several estimators of delta (e.g., J. Cohen's "d") are known, and their efficacy under specific data conditions has been studied. In evaluation studies, the Glass estimator of delta (G. Glass, 1977) has been recommended, but its efficacy is known only under ideal data conditions. Using simulated data, this study assessed the efficacy of Glass's effect size when population variances were unequal, distributions were nonnormal, and group sizes were unequal. Implications for using Glass's effect size when conducting an impact analysis are highlighted. (Contains 6 tables, 6 figures, and 20 references.) (Author/SLD)

ED 452 211 TM 032 496

Hess, Brian; Olejnik, Stephen; Huberty, Carl J.
The Efficacy of Two Improvement-over-Chance Effect Size Measures for Two-Group Univariate Comparisons under Variance Heterogeneity and Nonnormality.
PUB DATE- 01
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Effect Size; *Regression (Statistics); *Sample Size
IDENTIFIERS- *Logistic Regression; *Predictive Discriminant Analysis

The efficacy of two improvement-over-chance or "I" effect sizes, derived from predictive discriminant analysis (PDA) and logistic regression analysis (LRA), were investigated for two-group univariate mean comparisons. Data were generated under selected levels of population separation, variance pattern, sample size, and distribution shape. Based on the accuracy of sample estimates, both "I" indices are acceptable under optimal conditions except when both population separation and sample size are small. Under variance heterogeneity and normality, "I" derived from LRA is acceptable if "n" sizes are equal. When "n" public high schools in Iowa and Illinois who completed the ACT Assessment in 1999. The focus was on data at the school level, and individual schools were represented by mean ACT composite scores for the school. The three scheduling models considered were: (1) traditional eight period (351 schools); (2) eight block alternating day (161 schools); and (3) 4x4 semester (56 schools). In general, findings show that the scheduling type used at a school does not predict the ACT composite scores when examined at the school level. Some of the limitations of the study are discussed. (Contains 4 tables and 36 references.) (SLD)

ED 452 231 TM 032 517

Thomas, Paul; Newton, Steve
Evaluating the Effectiveness of Beginning Teacher Programs in a Large Urban School District.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; Internship Programs; Program Effectiveness; *Program Evaluation; Teaching Experience; Urban Schools

This paper describes the key elements of a model evaluation of beginning teacher programs in a large urban school district. Over a year and a half, evaluators conducted studies of the effectiveness of these programs, some of which were still in progress. This paper reports on the elements used in each study and analyzes the usefulness of each approach. The studies are: (1) 2 surveys asking 581 and 357 teachers about their confidence in the skills identified in the California Standards for the Teaching Profession; (2) an evaluation of the effectiveness of participation in a formative assessment and support program conducted through a telephone survey of 100 participants; (3) the evaluation of the beginning teacher programs as restructured in July 2000 through a study of 30 participants; (4) an evaluation of the special education credentialing program through interviews with 21 teachers, 3 support coaches, and 1 teacher of interns; and (5) an evaluation of the effectiveness of internship programs that will be conducted through evaluation of outcome data. An evaluation of these studies will yield information on the best approaches to evaluating beginning teacher support programs and to improving programs. (Contains 2 figures and 28 references.) (SLD)

ED 452 232 TM 032 518

Rosenzweig, Charlotte
A Meta-Analysis of Parenting and School Success: The Role of Parents in Promoting Students' Academic Performance.
PUB DATE- 01
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

NOTE- 57p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Grade 8; *Junior High School Students; Junior High Schools; Measurement Techniques; Scoring; State Programs; *State Standards; Test Format; *Test Items; Test Use; *Testing Programs
IDENTIFIERS- *Arizona

This guide is designed to give the student helpful information about Arizona's Instrument To Measure the Standards (AIMS) for grade 8. The guide provides examples of the type of questions students see on AIMS and explains how items are scored. It does not teach what the student needs to know to do well on AIMS, but it will help the student know what to expect and help parents know how to help their children. AIMS consists of multiple choice, short-answer, and extended writing questions. Some test-taking strategies are outlined, and descriptions are given of the reading, writing, and mathematics tests. Appendixes contain the scoring keys for the sample test items included for each area, the scoring guide for the writing tasks (rubric), and a review of test taking strategies. (SLD)

ED 452 255 TM 032 541

High School Student Guide for Arizona's Instrument To Measure Standards. Revised.
PUB DATE- 99
NOTE- 54p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *High School Students; High Schools; Measurement Techniques; State Programs; *State Standards; Test Format; *Test Items; Test Use; *Testing Programs
IDENTIFIERS- *Arizona

This guide is designed to give the student helpful information about Arizona's Instrument To Measure the Standards (AIMS) for high school. The guide provides examples of the type of questions students see on AIMS and explains how items are scored. It does not teach what the student needs to know to do well on AIMS, but it will help the student know what to expect. AIMS consists of multiple choice, short-answer, and extended writing questions. Some test-taking strategies are outlined, and descriptions are given of the reading, writing, and mathematics tests. Appendixes contain the scoring keys for the sample test items included for each area, the writing rubric, the AIMS mathematics reference sheet, and a review of test taking strategies. (SLD)

ED 452 256 TM 032 543

Colorado Student Assessment Program, School Year 1999-2000: Annual Report to the Colorado General Assembly.
PUB DATE- 01
NOTE- 147p.; "In accordance with House Bill 97-1249 Colorado Revised Statutes 22-7-409(2). Prepared for the Colorado General Assembly."

Based Online Environment.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Educational Technology; *Electronic Mail; *Graduate Students; Graduate Study; Higher Education; Mentors; *Online Systems; *Student Attitudes

This study investigated factors that might be related to successful academic progress and students' satisfaction with a competency-based graduate program in an online environment. It offers an in-depth look into the structure and operations of a Master of Arts Program in Learning and Technology at Western Governor's University, Utah. At the time of the study, the number of students actively engaged in e-mail correspondence with their mentors and in working on the degree was 80. All were teachers at various levels, managers of training, and technology facilitators; all held bachelor's degrees. Results of the e-mail survey indicate that the students' overall satisfaction is high. Students were most satisfied with the flexibility of time and place provided by an online degree program and the academic services provided by the mentor. The area in which students felt the need for examination and improvement was demonstrating competencies through domain assessments. Among the variables selected for the study, only "contacts with a mentor" had a significant relationship with students' satisfaction. "Student-mentor interaction" was a strong predictor for students' academic progress. Courses and hours for studies were significantly correlated with academic progress but not powerful enough to predict the variance of the academic progress. Pre-assessment did not have any significant correlation with academic progress. The survey questions are appended. (Contains 3 tables and 17 references.) (SLD)

ED 452 277 TM 032 565

Birmingham, Carrie
The Virtue of Reflection.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Theories; *Ethics; *Reflective Teaching; Teaching Methods; *Values
IDENTIFIERS- Reflection Process; Reflective Thinking; *Virtues

Most theoretical work on reflection in teaching has been analytical. This body of work presents reflection not as a unified concept but as a loosely aligned group of perspectives. These distinct but related perspectives on reflection in teaching have taken on identities and paths of their own. The existence of this body of research implies that there is an idea of reflection in teaching that can be distinguished from other ideas about teaching. This paper explores the common percent were food insecure, and 15 percent had experienced hunger. Interview data indicate that, in this population, women who are food secure expend considerable energy piecing together strategies to ensure an adequate amount of food available for themselves and their children. (Contains 58 references.) (SM)

ED 452 294   UD 034 115

Small, Robert D., Ed.; Thomas, Alice P., Ed.
PlainTalk about Education: Transforming Crisis into Success. Proceeding of the PLAINTALK Summit (New Orleans, Louisiana, February 8-10, 1999). A Desk Reference on Educational Change.
PUB DATE- 01
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - General (130)
DESCRIPTORS- *Academic Achievement; Accountability; Art Education; Attention Deficit Disorders; Class Size; Creative Teaching; Delinquency; Dyslexia; *Educational Change; Educational Research; Elementary Secondary Education; Equal Education; Higher Education; Learning; Literacy; Memory; Parent Participation; Preservice Teacher Education; Reading Instruction; Self Evaluation (Individuals); Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- Louisiana; Oracy

This reference includes presentations that cover current research, best practices, and solutions to improve student achievement. The 25 chapters are: (1) "The Three Stories of Educational Reform: Inside; Inside/Out; Outside/In" (Michael Fullan); (2) "Hey, You with the Frontal Lobes: Brains for Educators, Educators of Brains" (Priscilla Vail); (3) "The Connections between Class Size and Student Success: A Mandate" (Charles Achilles); (4) "Student Self-Evaluation: What Research Says and What Practice Shows" (Carol Rolheiser); (5) "URGENT MESSAGE: Engaging Parents To Improve Student Achievement" (Anne Henderson); (6) "From Oracy to Literacy: Helping Children Attain Academic Success" (Katharine Butler); (7) "Reforming Teacher Education: New Rhythms for the Different Drummer?" (Jeffrey Gorrell); (8) "Discipline-Based Art Education: SmartArt" (Susan Holman); (9) "Connectedness: A Legacy to Our Children" (Edward M. Hallowell); (10) "Paying Attention to Attention: The Connection between Attention and Learning" (Gerard A. Ballanco); (11) "Reading Development, Reading Disorders, and Reading Instruction: Contributions from Research" (Reid Lyon); (12) "Teaching for Creativity: Two Dozen Tips" (Robert Sternberg); (13) "To Touch a Child's Heart and Mind: The Mindset of the Effective Educator" (Robert Brooks); (14) "The Mechanics of Remembering: Tricky Memory and Memory Tricks" (Glenda Thorne); (15) "The Juvenile Offender: An Opportunity To Change a Life" (David Admire); (16) "Dyslexia: What Is It, Really? Personal Reflections and Scientific Fact" (Emerson Dickman); (17) "Teacher Education Reform: So What's Important?"; (18) "Accountability"; (19) "Equity"; (20) "Solutions to the Reading Crisis"; (21) "Helping at Home"; (22) "Medicine, Learning and School"; (23) "Increasing Family Involvement"; (24) "Teacher Education in Louisiana"; and (25) "So What's Worth Fighting for in Education?" (SM)

ED 452 295   UD 034 116

Moore, Joan; Hagedorn, John
Female Gangs: A Focus on Research. Youth Gang Series. Juvenile

what is needed for the curriculum to be accessible to all children. The 9 chapters are: (1) "Introduction" (Maggie Gravelle); (2) "'Jamaica's Find': Using a Story Book to Develop Ideas about Writing" (Elaine Sturman); (3) "Building Confidence for a New Arrival--And Her Teachers" (Richard Gifford); (4) "'Mufaro's Beautiful Daughters: Promoting First Languages within the Context of the Literacy Hour" (Maggie Gravelle); (5) "Bilingual Learners and Numeracy" (Zaitun Virani-Roper); (6) "Planning for Bilingual Learners Year 9 Geography: The EU and Italy" (Steve Cooke and Susan Pike); (7) "Planning for Inclusion; Learning at Key Stage 4" (Dympna McGahern and Kwaku Boaten); (8) "Developing Language-Aware Teaching in Secondary Schools" (Claire Edmunds); and (9) "Conclusion" (Maggie Gravelle). (Contains 35 bibliographic references.) (SM)

ED 452 314 UD 034 138

Jordan, Will J.
At-Risk Students during the First Year of High School: Navigating Treacherous Waters.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Adolescents; Educational Environment; *Grade 9; *High Risk Students; High School Freshmen; High Schools; Minority Group Children; Poverty; Student Participation

This study examines the effects of early experiences and behaviors on course failure, grade point average, and educational aspirations, analyzing survey data gathered from 20 high schools participating in a whole-school reform initiative aimed at helping troubled high school . All of the schools served mainly poor and minority students. Students answered questions about their early high school experiences and outlook on their educational futures. Teachers answered questions about their perceptions of various aspects of the conditions of education in comprehensive high schools. Analysis of the student data indicated that while family background characteristics such as socioeconomic status, race/ethnicity, and gender played an important role in students' educational success, students' experiences and behaviors in ninth grade (including level of adjustment to high school, teacher support, and participation on interdisciplinary teams) had significantly positive correlations with student outcomes. Conversely, the effects of poor attendance and of being retained in, or prior to, ninth grade were negatively related to students' educational outcomes. An appendix presents study results and data. (Contains 13 references.) (SM)

ED 452 315 UD 034 139

Jordan, Will J.; Cooper, Robert
Racial and Cultural Issues Related to Comprehensive School Reform: The Case of African American Males.
SPONS. AGENCY- Office of Educational Research and Improvement

This paper measures the relationship between employment growth and employment opportunities for noncollege-educated males, examining variations across metropolitan areas in the living-wage employment ratio for prime-aged males with at most a high school education (less educated). Living-wage employment is full-time, year-round employment yielding annual earnings at or above the official poverty level for a family of four. Dividing the number of less-educated adult males employed in living-wage jobs by the total number of less-educated adult males creates the living-wage employment ratio. The paper examines whether metro areas with the same economic base have the same living-wage employment ratio for less-educated men; factors influencing variation across metropolitan areas in the living-wage employment ratio for these men; and racial differences in the living-wage employment ratio across and within metropolitan areas. Data come from the University of Minnesota's Integrated Public Use Microdata Sets for 1980 and 1990. Overall, economic growth alone has not been enough to keep living-wage employment opportunities for less-educated adult males from declining. Racial-ethnic inequality is a major problem among less-educated adult males. (Contains 16 references.) (SM)

ED 452 332 UD 034 158

Foster-Bey, John
Has the Rise of the Digital Economy Reduced Employment Opportunities for Less-Educated Adults? Working Papers on Regional Economic Opportunities.
PUB DATE- 00
NOTE- 38p.; With Lynette Rawlings and Mark Turner. Funded by a grant from PolicyLink in Oakland, CA and the Bay Area Video Coalition in San Francisco, CA.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Attainment; Elementary Secondary Education; *Employment Opportunities; Employment Patterns; Entry Workers; Graduation; Higher Education; *Information Technology; *Job Skills; *Minority Groups; Racial Differences

This paper explores the impact of emerging information technology on employment opportunities for non-college-educated and minority individuals during 1986-99, examining whether shifts in employment toward information technology related to upward shifts in skills that led to reduced entry-level and total employment opportunities for noncollege-educated and minority workers. The paper categorizes out-of-school, noninstitutionalized people as: nonhigh school graduates; high school graduates; some college graduates, including people with two-year degrees; and greater than or equal to college graduates. Employment is classified into core technology occupations, other-technology occupations, and basic occupations. Core technology occupations grew substantially faster than other occupation groups. There was a general upgrading of skills within occupations across industries. Minorities, except Latinos, experienced increases in relative education and skills. Employment per capita for the noncollege-educated workers group increased. Less-educated workers improved their employment during the latter 1990s in the core technology occupation group. Skills did not upgrade for entry-level workers in the basic occupation group, and education levels among these workers declined. Noncollege-educated, entry-level workers saw strong employment growth in basic occupations and modest growth in other technology-related occupations. (SM)

(CJW)

ED 451 849 JC 010 282

Larson, Doreen M.
"America Reads": An Opportunity To Learn, Serve, and Teach.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Employment Experience; *Job Skills; Labor Force Development; Outreach Programs; *Reading Skills; *Tutoring; Two Year Colleges
IDENTIFIERS- *Lakeland Community College OH

Lakeland Community College (LCC) (Ohio) has begun a work-study program for its students to become reading tutors for students in grades kindergarten through five at local schools. The program offers quality reading tutorials for local elementary students as well as training for community college students who wish to become educators after graduation. Guidelines are set forth by the America Reads Program, initiated by former President Bill Clinton. A Job Location Development (JLD) Coordinator was hired and supported through federal funding to initiate the program. Details regarding transportation, safety, facilities, documentation, hours, costs, and parental information were carefully assessed by a team of LCC and local elementary school coordinators and reading specialists. The JLD then interviewed and selected tutors from LCC. Tutoring is done one on one, with a supervising specialist present. Tutors develop their own lesson plans and carefully evaluate them before putting them into action. Training is provided before and after tutoring sessions. Over 200 students from neighboring elementary schools have been tutored, and more than 80 Lakeland students have been employed through the program. Information and advice for starting such a program are discussed in the closing of the document. (CJW)

ED 451 850 JC 010 283

Profiles of Students Who Enroll at Single and Multiple Community College of Philadelphia Sites. Report #113.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; *Community Colleges; *Enrollment Trends; *Multicampus Colleges; *Student Behavior; Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA

This report profiles students who enroll at single and multiple campuses/sites of the Community College of Philadelphia (CCP). Single-site (attending classes at one campus) and multiple-site (attending classes at more than one campus) student groups were profiled based on persistence and academic performance indicators and demographic characteristics. Findings include: (1) multiple-site course registration at CCP appears to be a growing phenomenon; (2) regardless of primary location, the graduation rates for students who took courses across locations were greater than the graduation rates for single-site

programs support diversity; and (6) conducting procedures and operations in a diversity-friendly manner. Local Board policy statements are also listed, including those for student success, community value, college operations, human resources, student recruitment and support, and education programs. Examples of these amended policy statements include: (1) degree and certificate programs will be offered that are relevant to and current for the needs of the students and community; and (2) the criteria used to recruit and enter into business partnerships shall include support for minority- and women-managed and -owned businesses. Possible measures or indicators that might be used to monitor policies are also included (JA)

ED 451 870 JC 010 311

Labeouf, Joanne P.
Tapping into the Academic Workforce: Beyond Complaints to Dialogue, Resolution and Accommodation.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Adjunct Faculty; College Faculty; *Community Colleges; Educational Policy; *Faculty College Relationship; *Part Time Faculty; Teacher Salaries; *Teaching Conditions; Two Year Colleges

This document highlights some of the main problems in using temporary, adjunct, and part-time (TAP) faculty, a practice that is becoming commonplace in higher education, especially at the community college level. Institutions use TAP faculty for several reasons: economic motivation, staffing flexibility in times of fluctuating enrollments, stronger ties to the community, a desire for a wide variety of skills and expertise in teaching specialized courses, and less cost. According to the 1998 Sloan Report, TAP faculty comprised approximately 61% in law, 50% in English and literature, 49% in math and statistics, and 27% in physical sciences. The numbers of TAP faculty are increasing; however, these teachers' benefits, working conditions, salaries, and job security are not. There is a great need for college administrations to implement new personnel policies before further conflicts arise. Recommendations include: offering opportunities for professional development, further integrating TAP faculty into various departments, providing tenure for long-term part-time faculty, setting standards of progression through the salary scale, and developing objective performance data for evaluations whose results can aid in reappointment. The case study of the community colleges in the State of California is discussed with regard to how change might be found by working through the legal system. The employment patterns of Northwest Virginia Community College are also introduced for further insight into the TAP issue and its resolution. Contains 17 references. (CJW)

ED 451 871 JC 010 318

The Fact Book: Report for the Florida Community College System.
PUB DATE- 01
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

death; (6) teen violent death; (7) delinquency; (8) juvenile violent crime arrests; (9) high school dropouts; (10) special education eligibility; (11) student promotion in grades K-3; (12) child day care capacity; (13) births to teenage girls (14) births to single mothers; (15) children in foster care; (16) school lunch program participants; (17) children receiving TANF; (18) unemployment rate; and (19) average per capita income. Following a brief profile of each indicator on a statewide basis, special issues for Virginia's youth are addressed, including early care and education, children's mental health, prevention of violence, childhood injury, developmental disabilities, poverty, tobacco usage, nutrition and exercise, HIV/AIDS, dental health, substance abuse, insurance, homelessness, and family stress and turbulence. The report concludes with references, a description of the Action Alliance, the ten critical threats to America's children, and facts about Virginia. (Contains 62 references/endnotes.) (SD)

ED 451 890   PS 029 333

Anderson, Kermyt G.
Family Structure, Parental Investment, and Educational Outcomes among Black South Africans. Population Studies Center Research Report.
SPONS. AGENCY- Hewlett Foundation, Inc., Garden City, NY.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; National Inst. on Aging (DHHS/NIH), Bethesda, MD.; Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adolescents; Blacks; Comparative Analysis; *Enrollment; Expenditures; Family Financial Resources; *Family Structure; Fatherless Family; Foreign Countries; Grade Repetition; National Surveys; Nuclear Family; One Parent Family; *Young Adults
IDENTIFIERS- South Africa

This study examined the relationship between family structure, expenditures on education, and children's educational outcomes for black South Africans, using the nationally representative 1995 October Household Survey. The analyses focused on 28,215 individuals, ages 10 to 24 years, who had not completed secondary schools. The findings indicated that although enrollment levels were high for most ages, schooling advancement rates were well under one grade per year, suggesting high rates of grade repetition. Controlling for background factors, family structure was highly correlated with educational outcomes. The strongest effects were seen for children living with neither of their genetic parents, who were less likely to be enrolled in school, had completed fewer grades, were older for their grade if enrolled, and had less money spent on their school fees and school-related transportation costs than children living with both genetic parents. Children who lived with single mothers were also disadvantaged for most measures. Family structure played a strong role in the probability that a child was enrolled in school; additional effects were evident, although diminished in strength, for outcomes affecting only enrolled students, age delays for grade, and financial expenditures on schooling. In addition, past academic progress influenced expenditures on school; children who were behind in school for their age (indicative of previous grade repetition) had less money spent designed to help early childhood professionals in supporting the parents of young children. The book provides activities for parents and young children for home and away from home to guide children through difficult transition times and to make the most of valuable opportunities for building skills and relationships. Chapter 1 discusses ways early childhood professionals can support parents to help their children manage transitions. The next five chapters present a collection of activities to use during everyday transition times. The activities are divided into five categories according to the type of transition in which they might be used, and children's developmental needs during transition times. The transition categories are: (1) everyday routines, such as leaving the house in the morning, picking up toys, or getting ready for bed; (2) busy time, when parents are busy with household routines and responsibilities; (3) together times, quality activities for parent and child in between the routines of the day; (4) on the move activities for travel time, both to school or child care and on longer trips; and (5) while you wait, activities while waiting at the doctor's office, laundry, or religious services. All activities are written in a reproducible form so that they may be photocopied and given to parents. The final chapter shows how early childhood programs can design and set up two workshops--one for parents only and the other for parents and children--using the transition ideas and props from this book. Three appendices include a list of eight resources, workshop activity lists, and handouts and examples. (KB)

ED 451 908 PS 029 368

Olds, David; Hill, Peggy; Rumsey, Elissa
Prenatal and Early Childhood Nurse Home Visitation. Juvenile Justice Bulletin.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.; National Institutes of Health (DHHS), Bethesda, MD.; Robert Wood Johnson Foundation, Princeton, NJ.; Grant (W.T.) Foundation, New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 9p.; Original research also supported by the Commonwealth Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Antisocial Behavior; *At Risk Persons; Delinquency; *Early Intervention; Health; *Home Visits; Infants; *Mothers; Nurses; *Parents; *Prevention; Program Effectiveness; Toddlers
IDENTIFIERS- Arrests; First Time Mothers

This issue of the Juvenile Justice Bulletin provides information on the Prenatal and Early Childhood Nurse Home Visitation program, designed to help low-income, first-time parents start their lives with their children on a sound course and prevent the health and parenting problems that can contribute to the early development of antisocial behavior. Nurses begin home visits during pregnancy and continue until a child is 2 years old. These visits help pregnant women improve their health, and teach new mothers how to care for their children and provide a positive home environment. The bulletin outlines key program components and presents evidence related to how the program reduces three major risk factors: (1) adverse maternal health-related behaviors during pregnancy; (2) child abuse and

Wang, Xiao-lei; Bernas, Ronan; Eberhard, Philippe
Children's Early Literacy Environment in Chinese and American Indian Families.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; *Comparative Analysis; Cross Cultural Studies; *Cultural Differences; Cultural Influences; *Emergent Literacy; *Mothers; *Parent Child Relationship; Parents as Teachers
IDENTIFIERS- *Chinese People

This study examined how Chinese and American Indian mothers support their young children's early literacy development in everyday interactions. Twenty mother-child dyads in each cultural community participated in the study. Analysis of videotaped interactions indicated that the mothers in the two communities differed greatly in the ways they supported their children in early literacy development. The Chinese mothers tended to privilege print-based literacy interactions more than the American Indian mothers. The American Indian mothers tended to privilege literacy interactions based on oral narratives of life and personal experiences. Moreover, the mothers in the two communities emphasized different aspects when supporting their children's early literacy development. The Chinese mothers tended to support their children in explicit, event-specific, and elaborative ways. In contrast, the American Indian mothers tended to support their children in implicit and contextual ways. (Contains 30 references.) (Author/EV)

ED 451 928 PS 029 389

Meyer, Sarah A.; Shore, Cecilia M.
Children's Understanding of Dreams.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Children; *Cognitive Development; Developmental Stages; *Dreams; Metacognition
IDENTIFIERS- *Theory of Mind

Children's understanding of dreams as mental states was examined as an instance of their development of a "theory of mind." Thirty-five children between three and seven years of age were interviewed to determine how well they understood the reality, location, privacy, origin, and controllability of their own dreams, versus that of a fictional character, matched for emotional valence. Children's theory of mind developments (understanding appearance versus reality and perspective-taking) were evaluated as predictors of dream understanding. Findings revealed significant age increases in dream understanding that occur in a logical sequence predicted by Kohlberg (1969). Theory of mind developments were correlated with children's understanding of the unreality and privacy of dreams. The findings suggest that children as young as 6 have

Kimeldorf, Martin
The Grandfriends Project: A Program Creating Friendships across the Generations. Leader's Guide and Student Handbook and Assignment Sheets.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Age Discrimination; *Aging (Individuals); Community Programs; *Friendship; *High School Students; High Schools; *Intergenerational Programs; Leaders Guides; *Older Adults
IDENTIFIERS- Age Bias

Based on the view that intergenerational friendships between older adults and high school students enrich the lives of both groups, the Grandfriends Project is a program for bringing students and elderly members of the community together. High school students receive "basic training" for visiting a nursing home, are taught listening and interviewing techniques, experience ageism through simulations, and learn about careers working with the elderly. This document is comprised of the leader's guide, a student handbook, and reproducible assignment sheets for the program. The leader's guide includes information for residential care staff and school staff, basic planning questions and strategies, student recruitment and orientation sample, suggested tour sequence, and suggested sequence for on-site volunteer orientation and training. Leader's tips are presented for each of the chapters of the student handbook. Eight appendices in the leader's guide provide sample materials. The student handbook features a number of activities and assignments, including a final written report. The chapters are: (1) "Basic Training"; (2) "How We Change as We Age"; (3) "Rules, Regulations, Precautions"; (4) "Listening and Interviewing Techniques"; (5) "Making a Memory Book Gift"; (6) "Ideas for Expanding the Project"; (7) "Stereotypes, Ageism, and the Alternatives"; (8) "CD-ROM and On-Line Research"; (9) "The Stages of Aging"; (10) "Words Like 'Young' and 'Old'"; (11) "Consider a Career Helping Grandfriends"; and (12) "The Grandfriends Project Final Report-Writing Guide." The packet of reproducible assignment sheets includes interview sheets and practice exercises. (KB)

ED 451 946 PS 029 409

Alaska Head Start Annual Program Report, 1999.
PUB DATE- 99
NOTE- 41p.; For 1998 Annual Report, see ED 431 559.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Integrated Services; Intervention; Low Income Groups; Preschool Children; *Preschool Education; Program Descriptions; Program Effectiveness; State Programs
IDENTIFIERS- Alaska; Program Characteristics; *Project Head Start

This annual report details the accomplishments of the Alaska Head Start Program for fiscal year 1999. The report begins with a description of the Head Start program and its core values, and delineates the administrative and program partners of Head sample of 968 students attending 7th and 10th grades was drawn to represent different German school tracks. The participants completed questionnaires that contained various scales of the parent-adolescent relationship and scales for adolescent self-esteem, depression, and loneliness. The relationship scales formed four factors: connectedness with mother, connectedness with father, separation from parents (mothers and fathers combined), and parental monitoring. The study found that connectedness with mother and with father were consistently related to positive measures of self-concept and emotional well-being. However, separation and low levels of monitoring were either inconsistently or negatively related to these dependent variables. Findings led to speculation whether less individuated relationships between parents and adolescents are healthier. (Contains 19 references.) (Author/HTH)

ED 451 963 PS 029 426

Washington, Joyce A.
Kindergarten Parent Survey, 1999-2000: A Report of the Detroit Public Schools.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Charter Schools; Educational Quality; *Kindergarten; *Kindergarten Children; *Parent Attitudes; *Parents; Primary Education; *Program Effectiveness; Program Evaluation; School Attitudes; Surveys
IDENTIFIERS- Detroit Public Schools MI

This study examined parents' perspective on the effectiveness of the Detroit Public Schools kindergarten program and public school alternatives. Surveys were mailed to the homes of 3,000 families with children enrolled in a Detroit Public Schools (DPS) kindergarten program. A total of 340 surveys were completed and returned, for a return rate of 11.3 percent, representing children enrolled in 158 different schools. Three non-DPS schools were represented in responses to survey items and were included in the summary. Survey items focused on the type of program in which respondents' children were enrolled, and on parents' perception of the experience and the academic benefits. Findings indicated that most parents rated the program as excellent (45.2 percent) or good (42.5 percent). Most perceived that their children were learning at a level that they considered adequate. Reasons given for children not having enjoyed kindergarten included lack of variety in class activities, curriculum redundancy, and unreasonable homework expectations. Over 40 percent of parents strongly agreed and 24.7 percent agreed that they would consider enrolling their children in a nearby charter school for kindergarten, with a similar percentage considering they would enroll a younger child in a charter school kindergarten. Rationale for charter school enrollment consideration included more full-day programs, increased curriculum variety, and higher numbers of qualified teachers. (Appended are a table delineating the number of surveys returned by school and a data summary.) (KB)

ED 451 964 PS 029 427

Washington, Joyce A.
Preschool Teacher Survey, 1999-2000: A Report of the Detroit

ED 451 981 RC 022 894

Gregory, Tom
School Reform and the No-Man's-Land of High School Size.
PUB DATE- 00
NOTE- 23p.; Portions of this paper are adapted from an unpublished paper, "School Size, School Reform, and the Moral Conversation," delivered at the Journal of Curriculum Theorizing Conference (Bloomington, IN, October 18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Educational Attitudes; *Educational Change; High Schools; *House Plan; Power Structure; School Community Relationship; *School Culture; School Effectiveness; *School Size; *Small Schools; *Social Change; Teacher Student Relationship

Since 1970, essentially all research favors the creation of small high schools. Four forces that have contributed to the growing obsolescence of large, comprehensive high schools are the onset of the information age, the emergence of an adolescent culture, the students' rights movement, and changing attitudes about the proper functioning of organizations. Two reform responses have emerged: breaking up existing big high schools into small schools within schools (SWASs) and creating new, small high schools. The two alternatives represent very different models of schooling with very different cultures. Successful examples of the SWAS approach are rare. Five types of error committed in designing them are errors of size, continuity, autonomy, time, and control. As a result, they rarely get much smaller than 400 students, the minimum size at which the familiar top-down hierarchy that accompanies big buildings still works. However, a smaller size is necessary to enable significant changes in teaching and learning. This is evidenced by the success of the new, small high schools, which diminishes when they get much larger than 200 students. Thus, there is a no-man's-land of school size between 200 and 400 students in which neither the factory model nor new forms of schooling work. School districts should foster ongoing conversations among like-minded teachers, parents, and students to develop new visions of the high school. As enrollments grow, they can trigger the piecemeal construction of small buildings that allow each group to realize its vision. (Contains 58 references.) (TD)

ED 451 982 RC 022 896

Connors, Paul G.
Indian Tuition Waiver Program. Research Report, Volume 20, Number 3.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; Higher Education; *Politics of Education; State Aid; *State Legislation; *State Programs; Treaties; Trust Responsibility (Government)
IDENTIFIERS- American Indian Students; *Michigan; State Tribal Relationship; *Tuition Waivers

Michigan has had responsibilities for educating the state's mothers and 1,464 fathers. Findings indicate that parents frequently helped their children with homework but had limited school involvement. Parents were generally satisfied with their child's education. Overall, students seemed fairly confident of their academic ability and saw themselves as good, hardworking students. Students were willing to admit that they needed academic help with some classes. Most students recognized the benefits of postsecondary education. Nearly three-fourths believed that further education is necessary to get a satisfying job, that they would attend college, and that their parents wanted them to go to college. However, students had limited awareness of postsecondary institutions. Students regarded parents as the most important source of educational information, but parents actually had limited information. Parents and students were familiar with financial aid sources but were disinclined to believe that students would receive scholarships. Parents seemed to have a realistic picture of college expenses. County-specific findings and recommendations are listed. (SV)

ED 451 999 RC 022 936

Beller, Floyd
Title IX Indian Education Toolkit. A Step-by-Step Guide to the Title IX Indian Education Formula Grant.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Grants; *Grantsmanship; Parent Participation; Technical Assistance
IDENTIFIERS- American Indian Students; *Title IX Education Amendments 1972

Title IX is a federal Indian Education Formula Grant Program approved in 1972 and reauthorized five times, most recently in 1994. Title IX formula grants assist groups in providing sound educational programs and opportunities for American Indian and Alaska Native students. A 1997-98 survey of Title IX grantees revealed their need for help in completing Title IX grant applications. This guide responds to that need. The guide is designed to follow along with sections of the "FY 2000 Application for Grants, Formula Grants to Local Educational Agencies, Indian Education Programs." A total of 58 tips outline preliminary steps, steps related to specific sections of the application, ways to collect and develop information needed for various sections of the application, explanations of terminology, cautions, and final steps. A form for Title IX Student Eligibility Certification is included. (SV)

ED 452 000 RC 022 937

Walker, Sherry Freeland, Ed.
The Rural Bellwether.
PUB DATE- 01
NOTE- 17p.; Theme Issue. Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

this bill, citing the need to sever completely the link between timber sales and educational funding. (SV)

ED 452 017 RC 022 954

Statement of the U.S. Commission on Civil Rights on the Use of Native American Images and Nicknames as Sports Symbols.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Colleges; *Cultural Images; Educational Environment; Elementary Secondary Education; Higher Education; *Racial Bias; School Responsibility; *Stereotypes; Team Sports
IDENTIFIERS- *Mascots (Athletics); *Native Americans

The U.S. Commission on Civil Rights calls for an end to the use of Native American images and team names by non-Native schools. While respecting the right to freedom of expression, the Commission believes that the use of Native American images and nicknames in school is insensitive and should be avoided. In addition, these mascots may violate anti-discrimination laws. Since the 1960s, many overtly derogatory symbols and images offensive to African Americans have been eliminated. However, many secondary schools, postsecondary institutions, and professional sports teams continue to use Native American nicknames and imagery despite the vigorous opposition of American Indian leaders and organizations. It is particularly disturbing that Native American references are still found in educational institutions, where they may create a racially hostile educational environment intimidating to Indian students. American Indians have the lowest high school graduation, college attendance, and college graduation rates. These problems may be exacerbated by the perpetuation of harmful stereotypes. While some schools maintain that Indian imagery stimulates interest in American Indian culture, stereotypes encourage interest only in mythical "Indians" and block genuine understanding of contemporary Native people as fellow Americans. The elimination of stereotypes will make room for education about real Indian people, current Native issues, and the rich variety of American Indian cultures in our country. (SV)

ED 452 018 RC 022 957

Soltero, Carlos R.
Equality v. Liberty v. Pluralism: Latinos in American Constitutional Law.
PUB DATE- 00
NOTE- 33p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (History and Civil Rights Section) (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060), Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Civil Rights; Constitutional Law; *Court Litigation; *Cultural Pluralism; Elementary Secondary Education; Equal Education; Hispanic American Students; *Juries; *Mexican American Education; Mexican

"Environmental Conditions in Your Community." (YDS)

ED 452 037 SE 064 553

Neto, Alberto Hernandez; Tribess, Arlindo; Fiorelli, Flavio Augusto Sanzogo
The Laboratory as a Tool for Learning Thermodynamics, Heat Transfer, and Thermal Systems.
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (18th, Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Foreign Countries; *Heat; Higher Education; *Laboratory Experiments; Science Activities; Science Instruction; Secondary Education; Teaching Methods; *Thermodynamics
IDENTIFIERS- *Brazil (Sao Paulo)

The consolidation of the theoretical concepts as well as the use and learning of experimental techniques that are compatible with the technological evolution has been the main goals in Thermodynamics and Heat Transfer and Thermal Systems Laboratories at Escola Politecnica of University of Sao Paulo. The infra-structure and experimental benches in the laboratories are presented. Besides, the guidelines which drive the conception of the laboratories for making the engineers conscious of the deep relation between the development of engineering and experimental work is focused. (Contains 12 references.) (Author/YDS)

ED 452 038 SE 064 554

Country Paper on China.
PUB DATE- 00
NOTE- 9p.; This document is an amalgamation by the Secretariat of contributions made by Zhu Muju and Liu Enshan at the International Workshop on the Reform in the Teaching of Science and Technology at Primary and Secondary Level in Asia: Cmparative references to Europe (Beijing, China, March 27-31, 2000). For workshop proceedings, see SE 064 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; Foreign Countries; *Science Curriculum; *Science Education History; Teaching (Occupation); Technology
IDENTIFIERS- *China

China's first national science curriculum was adopted in the 1950s from the former Union of Soviet Socialist Republics (USSR). With the rapid changes in science and technology over the past 50 years, an educational change became an unavoidable requirement. This document reviews reform movements in the following areas: (1) main problems in Chinese science curriculum; (2) objectives of the reform movement; (3) reform of curriculum structure; (4) science learning, teaching, and assessment; and (5) curriculum management. (YDS)

ED 452 039 SE 064 555

PUB DATE- 00
NOTE- Op.; Includes User's Guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Cultural Influences; *Culture; Elementary Secondary Education; Integrated Activities; Multimedia Materials; National Standards; Optical Data Disks; *Science and Society; Science Instruction; *Social Studies; *Technology
IDENTIFIERS- *National Science Education Standards

This three CD-ROM set is designed to integrate social studies and science. There are 1,300 lessons developed and field tested by curriculum specialists, teachers, and students over a period of 15 years. Using dramatic video, audio, and photos, students can make connections between diet and temperature, location and climate, safety and energy, nature and civilization, and other ways in which science and technology affect cultures and societies. The computer responds to menu choices made by the user and provides resource titles that fit the selection criteria. When the title of a resource is selected, an abstract of that resource will appear. The abstract provides a brief description, highlighting information before looking at the actual resource. Abstracts contain two parts: categorical descriptions such as grade range, subject, and title that the retrieval software uses when searching; and a synopsis of the resource. The synopsis provides two kinds of information: the content of the resource, and highlights of the activities that students experience. Lessons are correlated to the National Science Education Standards. (SAH)

ED 452 061 SE 064 661

CPU--Constructing Physics Understanding TM . CD-ROM .
PUB DATE- 00
NOTE- Op.; Includes Installation Guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; Computer Simulation; *Curriculum Development; Electricity; Force; Laboratory Experiments; Light; Matter; Motion; Optical Data Disks; Physical Sciences; *Physics; *Science Activities; Science Instruction; Secondary Education
IDENTIFIERS- *Wave Processes

This CD-ROM consists of simulation software that allows students to conduct countless experiments using 20 Java simulators and curriculum units that explore light and color, forces and motion, sound and waves, static electricity and magnetism, current electricity, the nature of matter, and a unit on underpinnings. Setups can be designed by the user to reinforce any physics curriculum, particularly those that emphasize conceptual understanding. Students can use the simulators to explore physics ideas for themselves. The curriculum units provide the user with hundreds of activities that utilize the physics simulators. Each activity is designed to help students develop valid and robust ideas in physics and physical science. Units are comprised of carefully sequenced sets of analytical scoring rubric. A Cronbach's Alpha test showed that the tests were reliable. Results of the pre-test to post-test analysis showed that there were statistically significant gains in procedural skills and conceptual understanding for both the Elementary and Intermediate Algebra graphing calculator sections (p .0001). Significant results were also found in comparing the amount of gain in procedural skills and conceptual understanding for the non-graphing calculator and graphing calculator sections. There were significant increases in gains of procedural skills and conceptual understanding for the graphing calculator group versus the non-graphing calculator group enrolled in Elementary and Intermediate Algebra (p .005). Suggestions for teaching using graphing calculators and recommendations for further study conclude the dissertation. Copies of the tests administered to the subjects, a graphing calculator supplement, and course syllabi are also attached. (Contains 97 references.) (ASK)

ED 452 083   SE 064 690

Falconer, Kathleen; Wyckoff, Susan; Joshua, Mangala; Sawada, Daiyo
Effect of Reformed Courses in Physics and Physical Science on Student Conceptual Understanding.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (82nd, Seattle, WA, April 13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Higher Education; *Inquiry; *Lecture Method; *Physics; *Preservice Teacher Education; Science Education; Scientific Concepts; Teaching Methods
IDENTIFIERS- Conceptual Change

This paper describes major changes undertaken in two undergraduate physics courses from traditional lecture method to an inquiry-based method that facilitates active student engagement and changes in the modeling approach to learning. Students' conceptual understanding of physics concepts were evaluated by quasi-experimental design, and the Reform Teaching Observation Protocol (RTOP) was used to evaluate instructors for reformed teaching practice. (Contains 27 references.) (YDS)

ED 452 084   SE 064 691

van Dijk, I. M. A. W.; van Oers, B.; Terwel, J.
The Learner as Designer: Effects on Transfer of an Experimental Curriculum in Modelling.
PUB DATE- 01
NOTE- 24p.; Print is very small.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construction (Process); Constructivism (Learning); Critical Thinking; Foreign Countries; Intermediate Grades; *Learning Processes; *Mathematics Education; *Models
IDENTIFIERS- *Model Building

In most strategy research, the focus is on ready-made models provided by the teacher or a textbook. However, in this research project the effects are described of an experimental program in primary maths education, concerning the construction and use of models by pupils in guided co-construction. Learning how to construct models is said to enhance the occurrence of

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Euthanasia; Government Role; *Personal Autonomy; Secondary Education; *Social Studies; United States Government (Course); *United States History; *World History
IDENTIFIERS- Bill of Rights; Right to Die; United States Constitution

This issue of "Bill of Rights in Action" looks at individuals who have stood on principle against authority or popular opinion. The first article investigates John Adams and his defense of British soldiers at the Boston Massacre trials. The second article explores Archbishop Thomas Becket's fatal conflict with England's King Henry II. The final article examines Dr. Jack Kevorkian and the issue of mercy killing. Each article includes questions for class discussion and writing, a further reading list, and classroom activities. (BT)

ED 452 107 SO 032 189

Ross, Janice
Moving Lessons: Margaret H'Doubler and the Beginning of Dance in American Education.
PUB DATE- 00
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biographies; *Dance Education; *Educational Innovation; *Feminism; Higher Education; Physical Education; Progressive Education; *Social History; Theory Practice Relationship; *Womens Education
IDENTIFIERS- Dewey (John); Feminist Pedagogy; Womens History

This book looks at the origins and influence of dance in U.S. universities, focusing on Margaret H'Doubler, who established the first university courses and the first degree program in dance at the University of Wisconsin. The book sees H'Doubler (1889-1982) as both emblematic of her time and as an innovator who made deep imprints in U.S. culture. It shows that H'Doubler, an authentic "New Woman," emerged from a sheltered Victorian world and changed the way individuals thought about both female physicality and higher education for women. The book draws on the discourses of dance history, pedagogical theory, women's history, feminist theory, U.S. history, and the history of the body and adds a new chapter in each of them. Following an introduction, chapters include (1) "Early Twentieth-Century Dance Education and the Female Body"; (2) "Nineteenth-Century Responses to Women's Health and Sexuality: Art, Fashion, Dance"; (3) "Women, Physical Activity, Education: A Nineteenth-Century Perspective"; (4) "Blanche Trilling: Leader and Visionary in Women's Physical Education"; (5) "Margaret H'Doubler and the Liberty of Thought"; (6) "Margaret H'Doubler and the Philosophy of John Dewey"; (7) "Structuring Experience in the Classroom: Margaret H'Doubler Brings Dance to the University, 1917-1926"; (8) "Margaret H'Doubler's Classroom: Educational Progressivism in Theory and Action"; and (9) "Margaret H'Doubler's Legacy: Dance and the Performing Body in the American University." Contains chapter notes and an extensive bibliography. (BT)

ED 452 108 SO 032 234

Derlin, Roberta L.; Stovall, Shelly M.

Citizenship Today, a successful social studies service-learning program, to a representative set of content standards. The issue contains a "Best Practices in Service Learning" section and a "Program Profiles" section which features several innovative classroom-community projects that link service learning to standards-based assessment. The "Review Corner" describes two publications that link or assess service learning in the context of standards-based education. The issue concludes with a list of resources of interest to educators and others working with youth. (BT)

ED 452 129 SO 032 701

Basics of Saving and Investing: A Teaching Guide. Financial Literacy Two Thousand and One.
PUB DATE- 98
NOTE- 178p.; Sponsored by the Investor Protection Trust, National Association of Securities Dealers, Inc., North American Securities Administration Association, and Indiana Securities Division of the Office of Secretary of State.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Business Education; Class Activities; *Consumer Education; Curriculum Enrichment; *Daily Living Skills; *Economics Education; Financial Needs; High Schools; *Investment; Learning Activities; *Money Management; Student Educational Objectives
IDENTIFIERS- *Financial Planning

This teaching guide contains learning objectives that focus on the following: how to design a personal financial plan; how financial markets work; how to select among various saving and investment options; how to find out and use investment information; and how to recognize and protect oneself against investment fraud. The guide can be the framework of a course or a supplement to existing high school courses in social studies, economics and consumer economics, business education, personal finance, and mathematics. Each unit contains learning objectives, background information for teachers and students, suggested activities, overheads, handouts, and worksheets. Appendices contain a glossary of terms and resource lists. The guide is divided into the following units: (1) "Financial Decisions" (personal financial planning, factors that influence decisions, a plan to reach financial goals, protection against financial risk); (2) "How Financial Markets Work" (types of financial markets, how securities are bought and sold, regulation of financial markets, factors that affect price); (3) "Investment Choices" (why people save and invest, types of savings and investments, selecting savings and investments; how long will it take to double your money?); (4) "Investment Information" (information about markets and securities, selecting financial professionals); and (5) "Investment Fraud" (scams, schemes and swindles, how telemarketing fraud works, inside Boiler Rooms"; "Types of Investment Scams; fraudulent sales techniques, how to victim-proof yourself; protecting the investor). (BT)

ED 452 130 SO 032 702

Careers in Art and Art Education.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English

"The Atmosphere of a Learning School" (Pentti Nikkanen); and (11) "Active Learning for Educational Change" (Eija Kimonen and Raimo Nevalainen). The book concludes with an "Afterword" (Rosemary Webb and Graham Vulliamy). (Papers contain references.) (SM)

ED 452 150 SP 039 878

Lane, Sabrina, Ed.
Technology and Teacher Preparation, 1999-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Experiential Learning; Faculty Development; Higher Education; Information Technology; Inservice Teacher Education; Internet; Preservice Teacher Education; Public Schools; Student Teachers; Student Teaching; Urban Schools
IDENTIFIERS- Chicago Public Schools IL; Netherlands; University of Illinois Chicago

This document contains the fall 1999, fall 2000, and winter 2000 issues of "Technology and Teacher Preparation." The fall 1999 issue describes NCREL and its Higher Education Initiative; contains a faculty profile focusing on engaging science educators with technology; and describes tenth-grade students' efforts to measure the Coon River creekbed, Minnesota. The fall 2000 issue offers articles on the following topics: the University of Illinois Chicago's program to place preservice teachers in city classrooms following training on the integration and use of technology in the classroom; tools and resources for systemic redesign (the enGauge Web-based framework and tool set, which is designed to help schools, districts, colleges, and universities use technology effectively for teaching and learning); providing professional development via the Pathways to School Improvement Internet server to promote the effective use of technology in education; integrating information and communication technologies into teacher education programs in the Netherlands and the United States; and a variety of World Wide Web sites containing resources and information about technology and teacher preparation. The winter 2000 articles are: (1) "Get with the Program: Online Teaching Is Here To Stay" (Raymond Rose); and (2) "Reforming Teacher Preparation for Effective Use of Learning Technologies" (Kyle L. Peck). (SM)

ED 452 151 SP 039 879

Smith, Gary R.
Michigan Public School Personnel with Technology Related Assignments.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Science Education; *Educational Technology; Elementary Secondary Education; *Employment Patterns; Industry; Librarians; Media Specialists; *Public Schools; State

teacher effectiveness impacts student achievement; (2) how many teachers are needed over the next 10 years; (3) how prepared teachers feel; (4) how qualified teachers are; (5) how prepared public school teachers are to teach their subjects; (6) recruiting teachers to high poverty schools; (7) how much time teachers spend in professional development activities; (8) teacher training and student test scores; and (9) how much time teachers have to prepare for class. Teacher data for all 50 states are appended. (Contains 23 references.) (SM)

ED 452 170 SP 039 904

Lyman, Linda L.
How Do They Know You Care? The Principal's Challenge.
PUB DATE- 00
NOTE- 175p.; Foreword by Roland S. Barth.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Administrator Role; Early Childhood Education; *Educational Environment; Elementary Secondary Education; Leadership Qualities; Minority Group Children; *Principals
IDENTIFIERS- *Caring; *Student Administrator Relationship

This book presents a portrait of Ken Hinton, an African American principal who in his childhood was abused by life in schools and as a result resolved that no other child would be treated that way. He became a caring, nurturing male school administrator. Chapter 1 introduces a caring principal and school. Chapter 2 profiles principal Kenneth Hinton and the community, neighborhood, and family contexts that shaped him as a person and educator. Chapter 3 provides a history and comprehensive picture of a family-centered school that is the professional context for Hinton's leadership. Chapter 4 focuses on the school's caring environment. Chapter 5 considers the tough decisions that Hinton has had to make. Chapter 6 presents the themes of Hinton's caring leadership that emerged through content analysis of interviews with him. Chapter 7 examines the question of whether caring leadership enhances learning. Chapter 8 discusses whether the themes of Hinton's leadership at an early childhood center have implications for elementary and secondary school principals. Chapter 9 develops a leadership metaphor for a new century and explores how one finds a personal path with the complexities and possibilities of school leadership grounded in caring. (SM)

ED 452 171 SP 039 908

Jackson, Jerlando F. L.; Gmelch, Walter H.
How Associate Deans' Positions Are Designed within the Context of the Top 50 Colleges and Schools of Education.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; *Administrator Role; *Deans; Elementary Secondary Education; Higher Education; *Leadership Responsibility; Preservice Teacher Education; *Socialization; Specialization

This study examined the design of associate deans' positions within the context of the top 50 colleges and schools of had learned from the inquiry process and what they learned about teachers, students, the administrator, parents, and the school's curricular and instructional processes. As teachers worked through 4 years of the accelerated schools process, there was evidence of changing patterns in the areas of curriculum and instruction through problem solving. Realizing their strength as innovators, teachers became willing to reflect, share, and work more collaboratively. The inquiry process helped teachers gain a better understanding of the internal and external challenges they faced. Through more effective use of problem solving, major school-wide changes in curriculum, instruction, and organization were designed and implemented, with a focus on teaching and learning that incorporated the arts. (Contains 21 references.) (SM)

ED 452 191 SP 039 935

Berlak, Ann; Moyenda, Sekani
Taking It Personally: Racism in the Classroom from Kindergarten to College. Teaching and Learning Social Justice Series.
PUB DATE- 01
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consciousness Raising; Cultural Pluralism; Diversity (Student); Elementary Secondary Education; Graduate Students; Higher Education; Minority Groups; Multicultural Education; Preservice Teacher Education; *Racial Attitudes; *Racial Bias; Student Attitudes
IDENTIFIERS- *Antiracist Education; *Social Justice

This book chronicles two teachers and their own educational progress in antiracist education. When one, a female African American elementary school teacher, accepted an invitation from the other, a White college professor, to speak to her graduate preservice teacher education class (a required multicultural education course), an explosive classroom incident occurred. This book highlights the incident and its aftermath. The incident, a role-playing activity, brought to the foreground deeply held beliefs and prejudices not previously voiced by students in this classroom. The authors explore these currents through their own autobiographical writings, reflective discussions about the incident, and student reactions, journals, and essays. The book offers tools to help teachers think through their own practices as educators. The collection of accounts show the nature of racism in the classroom and what can be done to weaken its hold on individuals and society. In part 1, "Our Racial Autobiographies," the teachers discuss "How I Got My 'Black Attitude' Problem" and "How I Developed an 'Obduracy of Tone.'" In part 2, "All Right, Who Started It?" the teachers describe the classroom encounter and its aftermath. In part 3, "What's Going On Here?" the teachers analyze the situation. (SM)

ED 452 192 SP 039 936

Zelazek, John R.; Williams, Wayne W.; McAdams, Charles; Palmer, Kyle
Teacher Education Follow-Up Study 2001: A Summary of First and Second Year Teachers, and their Employers with Respect to the State of Missouri Standards.
PUB DATE- 01
NOTE- 90p.

sizes are unequal, "I" derived from LRA is acceptable only if variance heterogeneity is moderate and population separation is not small. Under nonnormality, "I" derived from LRA is acceptable regardless of the variance pattern provided "n" sizes are equal. Finally, for greater precision, "I" derived from LRA should be used under large sample sizes. Some practical implications are provided. (Contains 5 tables, 4 figures, and 43 references.) (Author/SLD)

ED 452 212 TM 032 497

Shearer, C. Branton
Enhancing a Career Exploration Program for 8th Grade Students with an Assessment for the Multiple Intelligences.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Exploration; Evaluation Methods; Intelligence Tests; *Middle School Students; Middle Schools; *Multiple Intelligences; Self Evaluation (Individuals)
IDENTIFIERS- *Shadowing

The use of a multiple intelligences (MI) assessment to enhance a career exploration program for eighth graders was studied. All of the eighth graders (n=160) in a suburban middle school completed three sets of activities as part of their career exploration program. Students completed a multiple intelligences self-assessment, the Multiple Intelligences Developmental Assessment Scales (MIDAS) (C. Shearer, 1996), and were given interpretive information. They also completed an interest inventory and an 8-hour career shadowing experience. Only 105 students responded to the followup questionnaire at the end of the school year, and 85% of these reported that they had participated in the career shadowing experience. A large majority of students were able to recall the strengths identified on their MI profiles, and they agreed that the profiles described their strengths adequately. Data indicate that most students learned about their MI strengths and were able to use the information to make logical decisions about high school courses they would take and their career shadowing experiences. Data support the value of the Career Exploration Program for these students. An appendix contains a chart of the MI strengths and related career shadowing experiences. (SLD)

ED 452 213 TM 032 498

Shen, Linjun
A Comparison of Angoff and Rasch Model Based Item Map Methods in Standard Setting.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Licensing Examinations (Professions); *Physicians; *Standards; *Test Items
IDENTIFIERS- *Angoff Methods; Mapping; *Rasch Model; Standard

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Child Rearing; Elementary Secondary Education; Meta Analysis; Parent Participation; *Parenting Skills; *Parents

A meta-analysis of 34 primary studies yielding 438 independent findings shows that 20 specific parenting practices, in combination, can account for as much as one-quarter (23.1%) of the variance in student achievement outcomes. Seven parenting practices, when combined, account for approximately one-sixth (16.3%) of the variance in student achievement. These positive parenting practices are: (1) educational aspirations and grade expectations; (2) parent engagement; (3) authoritative parenting; (4) autonomy support; (5) emotional support; (6) providing resources and learning experiences; and (7) specific parent participation activities in school. Socioeconomic status, grade level, and ethnicity are three moderator factors. Eight negative parenting practices, in combination, also account for 31.9% of the variance in student achievement and are linked to a student's lack of success. (Contains 1 table, 2 figures, and 220 references.) (Author/SLD)

ED 452 233 TM 032 519

Hombo, Catherine M.; Pashley, Katharine; Jenkins, Frank
Are Grid-In Response Format Items Usable in Secondary Classrooms?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Responses; Secondary Education; *Secondary School Students; *Standardized Tests; Test Format; *Test Items
IDENTIFIERS- National Assessment of Educational Progress

The use of grid-in formats, such as those requiring students to solve problems and fill in bubbles, is common on large-scale standardized assessments, but little is known about the use of this format with a more general population of students than high school students taking college entrance examinations, including those attending public schools in grades 8 and 12. Data were taken from the National Assessment of Educational Progress (NAEP) mathematics field test for 2,673 examinees in grade 8 and 2,793 in grade 12. It was expected that there would be effects from requiring the grid-in format, especially for items that were regularly multiple choice, but the effects of the grid-in format are larger than expected for short constructed response items. Students were also inconsistent in what they wrote in the blocks and what they gridded below the blocks, resulting in a correct response in one format and not in the other. The presence of the grid-in response format items apparently discouraged some students from attempting items, and this effect seems to extend through the blocks containing the grid-in items to other items. The results indicate that substantial student practice and familiarity with the format will be a necessary condition to the use of such items. (Contains 12 tables.) (SLD)

ED 452 234 TM 032 520

Morphew, Christopher C.; Baker, Bruce D.
The Administrative Lattice and the New Research I Universities.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Secondary Education; Ethnicity; Racial Differences; School Districts; Scores; Sex Differences; Socioeconomic Status; Spanish; State Programs; *Test Results; Test Use; *Testing Programs
IDENTIFIERS- Colorado; *Colorado Student Assessment Program

This report presents detailed information about the student assessment results of the Colorado Student Assessment Program. Included among the data is information on student achievement by gender, ethnicity or race, disability, and accommodation categories. In addition, achievement data are presented for each school district and for schools categorized by socioeconomic status. The 1999-2000 school year represented a year of change for the Colorado Student Assessment Program (CSAP), with the most notable development being the addition of several new assessments. For the first time, mathematics was assessed at grade 5 and mathematics and science at grade 8, bringing the total of assessments to 11 administered at 5 grade levels. The addition of the new assessments provides a baseline for measuring continual growth as students progress towards proficiency on the Colorado Model Content Standards. The results indicate that 47% of students were at or above proficient levels for fifth grade mathematics, with 33% and 45% respectively at or above proficient levels in eighth grade mathematics and science. For the first time, results of the assessments of Spanish speakers are included in the annual report. Results on other CSAP assessments show the continued progress of Colorado's students toward the standards. Students have improved in several areas, including third grade reading, fourth and seventh grade reading and writing. The report on assessment results is presented in these sections: (1) third grade reading comprehension in English and Spanish; (2) fourth grade reading in English and Spanish; (3) fourth grade writing in English and Spanish; (4) fifth grade mathematics; (5) seventh grade reading; (6) seventh grade writing; (7) eighth grade mathematics; and (8) eighth grade science. An appendix contains performance and proficiency level descriptors for the various grades and subjects. (Contains 74 tables.) (SLD)

ED 452 257 TM 032 544

Williams, Robert L.; Bush, Vivian J.; Park, Soo-Hee; Malone, L. Yvonne; Jessup, Kary
Work Ethic Scale for Middle School Students.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attitude Measures; *Middle School Students; Middle Schools; Racial Differences; *Student Attitudes; Test Construction; *Work Ethic

A sample of 1,239 students in the sixth, seventh, and eighth grades of 3 public schools used a "yes" or "no" format to respond to a 12-item Work Ethic Scale (WES) designed to measure students' intrinsic and extrinsic valuing of work. Analysis shows that: (1) the WES was minimally related to a measure of social desirability; (2) item-remainder correlations were between 0.20 and 0.46; (3) the internal consistency was 0.70; (4) WES scores were significantly related to achievement and rubric that holds this body of research together. It proposes that the similarities among the different conceptualizations of reflection are not merely surface similarities but rather reflections of a cohesive phenomenon that can be identified and described. The identification of this phenomenon has the potential to extend the body of research to a greater depth for educators and students. It is generally recognized that pedagogical reflection is closely related to moral and ethical constructs, while reflection itself has generally been characterized as morally neutral. This paper constructs a line of reasoning that provides a rationale for the identification of pedagogical reflection as a virtue in the classic sense and its specific identification as the virtue "phronesis," or practical wisdom. The commonalities between pedagogical reflection and virtue are traced. Implications for teacher education and development are discussed. The moral virtue of pedagogical reflection is necessary to promote excellence in teaching, learning, and human flourishing. (Contains 42 references.) (SLD)

ED 452 278   TM 032 566

Stine, David O.
Developing an Evaluation System To Improve Principal Performance and Accountability.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Methods; *Principals; School Districts
IDENTIFIERS- California

The process of principal evaluation was studied in 17 elementary, unified, high school, and county school districts in California through various methodologies. The information analysis revealed that the three standard formats identified by L. Webb (1987) (free form, check list, and management by objectives) were used. In most cases, the evaluation systems included some aspects of each as part of the process. Most districts have clearly communicated criteria in the form of checklists and complemented them with some specific goals and objectives. The districts used a variety of criteria in different combinations, often accompanied by a specific set of program objectives but often lacking any professional improvement plan for the principal. Nine examples from these districts are included to give a range of the approaches used. Fifteen exhibits include the Association of California School Administrators Bill of Rights, the nine examples of evaluation systems, and supplemental information. (Contains 18 references.) (SLD)

ED 452 279   TM 032 847

Hoffman, Lee M.
Key Statistics on Public Elementary and Secondary Schools and Agencies: School Year 1997-98. Survey Report.
PUB DATE- 01
NOTE- 148p.; for the 1995-96 report, see ED 435 650.
LANGUAGE- English

Justice Bulletin.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Blacks; *Delinquency; Ethnicity; Family Influence; *Females; Hispanic Americans; *Juvenile Gangs; Poverty; Racial Differences; Sex Role; Sex Stereotypes
IDENTIFIERS- Drug Trafficking

This report summarizes past and current research on female gangs, noting programmatic and research needs. Seven sections include: "Early Reports: A History of Stereotypes"; "Number of Female Gang Members"; "Being in a Gang: The Background" (economic and ethnic forces, family pressure, and sex stereotyping and victimization); "Delinquency and Criminality of Female Gang Members" (sources of information about female gang offending: law enforcement agency reports, surveys of at-risk youth, and field studies; levels of offending; types of offenses; and drug dealing); "Ethnicity and Gender Roles in the Gang" (African American and Latina gangs and other ethnic groups); "Long-Term Consequences"; and "Taking Female Gangs Seriously: Areas for Further Research" (female gang formation, reasons for joining gangs, ethnicity, gender roles in gangs, delinquency and criminality, and later-life consequences of female gang membership). The report concludes that there is a paucity of research on the subject, partly because researchers face serious obstacles to studying female gangs (e.g., gangs are highly suspicious of researchers, and female gang members are adverse to talking about sexual abuse). Female gangs have also received little programmatic attention. Much more work is needed to address the needs of females involved with gangs. (Contains 75 references.) (SM)

ED 452 296 UD 034 117

Lee, Sharon M.
Using the New Racial Categories in the 2000 Census: A KIDS COUNT/PRB Report on Census 2000.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Census Figures; Diversity (Student); Elementary Secondary Education; Federal Government; Intermarriage; *Multiracial Persons; *Race; *Racial Identification
IDENTIFIERS- Bureau of the Census; *Current Population Survey

This report addresses issues that data users will face in using, interpreting, and presenting new data on race from the 2000 census, which allowed multiple racial responses. Changing how the census collects data on race is not new. Almost every census for the past 200 years has collected racial data differently than the previous census. New federal standards of collecting data on race were implemented to reflect increasing racial diversity in America and the growing number of multiracial people (particularly children). The new racial data collection standards provide a more realistic and accurate portrait of the United States. The number of people who identify with more than one race is likely to increase as interracial marriages increase and more people acknowledge their multicultural backgrounds. The new standards of

(ED), Washington, DC.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Symposium on African American Male Achievement (Washington, DC, December 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Black Students; Black Teachers; *Cultural Influences; Culturally Relevant Education; *Educational Change; High Schools; *Males; Public Schools; *Racial Bias; *Racial Differences; Teacher Student Relationship
IDENTIFIERS- *Reform Efforts

This paper explores the complexities of educational and social conditions encountered by black males, examining the possibilities and limits of comprehensive high school reform strategies in overcoming the negative effects of barriers such as concentrated poverty and ineffective public schools for black adolescents. The paper discusses: the disproportionate numbers of black male students placed at risk of school failure and diminishing life chances; trends in comprehensive high school reform; principles of high school reform; the role of comprehensive school reform in rescuing black males; the need for black male teachers to educate black male students; teacher-student cultural congruence; interpersonal teacher-student relations; and the importance of appropriate staffing for educational reform. The paper notes the importance of simultaneously strengthening the communities within which schools are located and working to reform the schools. It explains that the missing components of comprehensive school reform are lack of attention to the cultural uniqueness of black boys and paucity of black male teachers. It recommends that future research and policy should involve incorporating the recruitment of black male teachers into the development of comprehensive school reform initiatives, particularly at critical transition points of schooling. (Contains 50 references.) (SM)

ED 452 316 UD 034 140

The GLSEN Workbook: A Development Model for Assessing, Describing and Improving Schools for Lesbian, Gay, Bisexual and Transgender (LGBT) People.
PUB DATE- 01
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bisexuality; Curriculum; Diversity (Student); *Educational Environment; Elementary Secondary Education; *Equal Education; Faculty Development; Homophobia; *Homosexuality; School Policy; Self Evaluation (Groups); Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Homosexual Rights; *Transsexuals

This workbook provides an instrument to objectively analyze a school's current climate with regard to lesbian, gay, bisexual, and transgendered (LGBT) people and the steps needed to move that school toward a more inclusive environment. It provides a detailed assessment survey (to be completed by key school stakeholders), descriptive data, and direct action organizing tools to support school communities seeking to understand and

ED 452 333 UD 034 159

Passel, Jeffrey S.; Zimmermann, Wendy
Are Immigrants Leaving California? Settlement Patterns of Immigrants in the Late 1990s.
SPONS. AGENCY- Ford Foundation, New York, NY.; Hewlett Foundation, Inc., Garden City, NY.; Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 01
NOTE- 54p.; An earlier version of this paper was presented at the Annual Meeting of the Population Association of America (Los Angeles, CA, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Factors; Geographic Distribution; *Immigrants; Immigration; Mexicans; *Migration Patterns; Population Distribution; Residential Patterns; Welfare Services
IDENTIFIERS- California

This paper uses data from the U.S. decennial censuses and March Supplements to the Current Population Survey of 1995-99 to examine the historic patterns of immigrant settlement within the United States, recent shifts in these patterns, and the extent to which changes are due to the international versus internal migration, focusing particularly on California. The paper examines the characteristics of internal migrants, comparing those moving out, those moving in, and those staying put. It also revisits the welfare magnet theory to see if immigrants are drawn to states with the strongest safety nets for immigrants. The data strongly suggest that jobs, economic opportunity, and family are the principal reasons people move between states, and the availability of welfare plays only a negligible role in determining the settlement patterns of immigrants. During the latter half of the 1990s, California's share of the immigrant population dropped, while the immigrant population overall continued to grow nationwide, with many immigrants settling in new places. These new growth states, with little experience integrating immigrants, will receive not only more immigration but will have a larger share of immigrants who have recently arrived and are unfamiliar with U.S. customs and institutions.(Contains 10 references.) (SM)

ED 452 334 UD 034 160

Sunderman, Gail L.; Kim, Jeong-Ran
Influence of State Policy on Standards and School Practices: A Comparison of Three Urban Districts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Educational Change; Elementary Secondary Education; Low Income Groups; Program Implementation; Public Schools; School Districts; Standardized Tests; *State Standards; Teacher Attitudes; *Urban Schools
IDENTIFIERS- Chicago Public Schools IL; Cleveland Public Schools

students; (3) the median number of semesters that students enrolled at CCP was greater for multiple-site students than for single-site students; (4) multiple-site students completed a higher proportion of the credits they attempted than did single-site students; (5) multiple-site students who were enrolled at CCP during the fall 1998 term were far more likely to be enrolled at the college during spring 2000 than were single-site students; (6) student groups were similar with regard to the median number of credits they took during the fall 1998 semester; (7) in most cases, multiple-site students earned slightly higher cumulative grade point averages (GPAs) than their single-site counterparts; and (8) with regard to demographic characteristics, female students, black students, and older students were most likely to enroll at multiple sites. (Contains 10 figures and 10 tables.) (JA)

ED 451 851　　　　JC 010 284

Report on Transfers and Degrees and Certificates Awarded, 1998-99.
PUB DATE- 00
NOTE- 38p.; Prepared by the Accountability Unit, Policy, Planning, and External Affairs Division.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Associate Degrees; College Transfer Students; *Community Colleges; *Degrees (Academic); Institutional Characteristics; *Outcomes of Education; Two Year College Students; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This is the seventh annual report on transfers, degrees, and certificates awarded by California Community Colleges. Highlights include: (1) during the 1998-99 academic year, California community colleges awarded a total 64,030 Associate of Arts/Associate of Science (AA/AS) degrees and another 27,660 certificates requiring 18 or more semester units. Compared with the prior year, this represents a 3,022 (5.0%) increase in degrees and a 2,269 (8.9%) increase in certificates; (2) full-year transfers to the University of California totaled 10,161, a decrease of 49 (0.4%); (3) full-year transfers to the California State University amounted to 44,989, a decrease of 557 (1.2%) over the prior academic year; (4) districts awarding the largest number of AA/AS degrees included Los Angeles (4,872), Los Rios (2,510), and Ventura (2,409); (5) of the 27,660 certificates awarded, 13,951 (50%) required the equivalent of 30 to 60 credit units, followed by 10,950 (40%) of 15 to 29 credit units; (6) more women than men earned degrees and certificates; (7) women earned 55,430 (61%) of the degrees and certificates awarded, compared with 35,313 (39%) for men (after proration of unknowns); (8) the number of degrees and certificates earned by race/ethnic categories were: Whites, 42,790 (50%); Hispanics, 18,630 (22%); Asian/Pacific Islanders, 11,206 (13%); and Blacks, 6,747 (8%). Contains numerous tables and figures. (JA)

ED 451 852　　　　JC 010 286

Jensen, Robert; Giles, Ray; Kirklin, Pat
Insider's Guide to Community College Administration.
PUB DATE- 00
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

(Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Finance; *Enrollment; *Institutional Characteristics; *School Demography; School Personnel; Two Year Colleges
IDENTIFIERS- *Florida Community College System

The Florida Community College System fact book includes statistical information for fall 2000-2001 about students, employees, and finances at Florida's 28 community colleges. This document contains statistics on headcount enrollment, full-time equivalent (FTE) enrollment, program enrollment, program completions, employment, and financial data. Report highlights include: (1) total headcount enrollment was 318,723--218,725 part time and 99,998 full time; (2) total minority headcount was 113,425--1,383 American Indian, 8,632 Asian, 49,163 Black, 54,247 Hispanic; (3) total system female enrollment was 189,740; (4) 208,068 students were enrolled in an associate of arts (AA) program; (5) of the 98,929 students enrolled in an associate of science (AS) degree or certificate program, 29% were in business and 24% in health; (6) in 1999-2000, 24,865 AA degrees, 9,100 AS degrees, and 10,492 certificates were awarded; (7) out of 38,569 employees, 19,056 (49%) were involved with instructional activities; (8) the average salary of full-time instructional personnel was $43,708 for two semesters and $50,357 for three; and (9) total general revenue in 2000-2001 was $740,145,123. (JA)

ED 451 872 JC 010 319

Brandebury, Amy R.
Ivy Tech State College 1995-96 Transfer Analysis.
PUB DATE- 98
NOTE- 52p.; Prepared in collaboration with the Ivy Tech State College Office of Institutional Research and the Office of Institutional Effectiveness.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Transfer Students; Community Colleges; Followup Studies; Grade Point Average; Graduate Surveys; Higher Education; Outcomes of Education

This document examines the status of 1995-96 Ivy Tech State College (Indiana) graduates and non-graduates who did not re-enroll in 1996-97. Report highlights for the Ivy Tech graduates include: (1) 23% of the graduates who transferred to a public institution enrolled in baccalaureate programs at junior and senior levels; (2) these students had averaged a GPA of 3.23, with 73.4 earned hours while enrolled at Ivy Tech; (3) the average GPA of students while at the transfer institutions was 2.60; (4) students were able to transfer an average of 27.7 credit hours from Ivy Tech; (5) about 35% of these students were enrolled in at least one basic skills course at Ivy Tech; (6) fifty-seven students received technical certificates, 78 received associate of applied science degrees, and 26 received an associate of science degree; and (7) overall, younger students were found to be more likely to transfer than older students. Results for non-graduates include: (1) 8% enrolled in another public Indiana institution, and 62% of those 8% were enrolled in a baccalaureate program; (9) while at Ivy Tech, these students averaged a GPA of 2.79, and average GPA earned at transfer institutions was 2.44; and (10) 10.2 credit hours were transferred on average. (CJW) on their schooling, above and beyond the effects of family structure on schooling expenditures. The findings suggest that family structure is an important contributor to educational inequality in South Africa, although there are important caveats regarding self-selection into different family types, as well as issues of school quality. (Contains 63 references.) (Author/KB)

ED 451 891 PS 029 334

Longaretti, Lyn; Wilson, Jeni
"I've Sorted It Out. I Told Them What To Do!" The Role of the Teacher in Student Conflict.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, November 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Elementary Education; *Elementary School Students; *Elementary School Teachers; Foreign Countries; Peer Relationship; Primary Education; Qualitative Research; Student Attitudes; Teacher Attitudes; *Teacher Response; *Teacher Role
IDENTIFIERS- Australia

Noting that the increasing concern about violence in schools and society in general is evident in recent initiatives undertaken by the government in Victoria, Australia, this study explored students' conflicts in a Victorian primary school, focusing on the role of the teacher in student conflict. Participating in the exploratory study were 6 teachers (1 male and 5 females) teaching various levels ranging from Prep to Year 6. Also participating were 6 students (3 females and 3 males) in Year 4 who were 9- to 10-year-olds. Data were collected by means of student and teacher interviews, participant observation, classroom observations, and document analysis. Findings indicated that teachers perceived conflict similarly as involving physically combative actions and behaviors leading to adverse outcomes. Students viewed conflict as an actively aggressive event that leads to discord. Conflict was found to be a regular part of students' social interactions, with a high proportion of disputes involving access and possession issues. Most conflicts occurred on the playground. On the playground, students most often used contending conflict resolution methods involving force, threat, or verbal and physical tactics. The most common teacher strategies involved contending strategies--traditional and authoritarian tactics such as prejudging, lecturing, separating disputants, and imposing solutions. Teachers believed that teacher intervention was the successful and preferred conflict resolution strategy. Problem solving was the least common teacher approach, with only one teacher using this approach. Within the classroom, conflict management preventative techniques were used before conflicts arose or escalated. The findings suggest a link between teacher and student perception of conflict and the selected conflict management strategies. Findings pose implications for teachers' roles in helping students resolve conflicts. (Contains 34 references.)(KB)

ED 451 892 PS 029 335

Mincemoyer, Claudia; Scholl, Jan; Gregory, Debra neglect; and (3) a troubled maternal life course. The bulletin also presents evidence detailing the program's effectiveness in reducing these risks. Specifically noted is a 15-year follow-up of the home visitation program, which found that adolescents whose mothers received nurse home visits over a decade earlier were 60 percent less likely than comparable peers to have run away, 55 percent less likely to have been arrested, and 80 percent less likely to have been convicted of a crime. The bulletin also presents information on cost savings, four times the initial expenditure by the time high-risk children reach age 15. Contains 38 references. (KB)

ED 451 909 PS 029 369

Cox, Carole B.
Empowering Grandparents Raising Grandchildren: A Training Manual for Group Leaders. Springer Series on Life Styles and Issues in Aging.
PUB DATE- 00
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Advocacy; *Child Rearing; Child Welfare; Children; *Empowerment; Family Life; Grandchildren; *Grandparents; *Grandparents Raising Grandchildren; Leaders Guides; Older Adults; Parent Education; *Parenting Skills; Workshops

Noting that grandparents in the parenting role are often overwhelmed by the problems of their children, grandchildren, and the social milieu in which they live, this manual presents a 14-session workshop series designed to empower grandparents who are raising their grandchildren alone. Designed to complement "To Grandmother's House We Go and Stay," the workshop sessions focus on strengthening the parenting skills of grandparents so that they are better able to cope with the many challenges they face. The manual's introductory chapter details the development and implementation of the curriculum with a group of African-American grandparents in New York City. The 3-hour workshop topics are: (1) "Understanding Empowerment"; (2) "Helping Children Build Self-Esteem"; (3 and 4) "Communicating with Children; (5) "Dealing with Behavior Problems"; (6) "Talking with Your Grandchild about Sex and HIV" (7) "Talking with Your Grandchild about Drugs"; (8) "Dealing with Loss"; (9) "Dealing with a Child's Grief and Loss"; (10) "Navigating the Service System"; (11) "Legal and Entitlement Issues"; (12) "Developing Advocacy Skills"; (13) "Getting Your Message Across"; and (14) "What Did We Learn?" Each workshop includes the objectives, information for leaders, and instructions for activities. The manual concludes with a list of 14 national organizations focusing on the needs of grandparent caregivers and their grandchildren. (Contains 17 references.) (KB)

ED 451 910 PS 029 370

Schwebel, Robert
Helping Your Children Navigate Their Teenage Years: A Guide for Parents.
PUB DATE- 00
NOTE- 33p.; Produced by the White House Council on Youth Violence.
LANGUAGE- English

learned that Western culture deems dreams to be non-real, private, psychological occurrences. (Author/EV)

ED 451 929 PS 029 390

Mills, Patricia A.; Shore, Cecilia M.
Children's Understanding of Means-Ends Relations in Stories and Real Life.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Failure; *Fiction; Intention; Objectives; *Preschool Children; Responses
IDENTIFIERS- Causal Inferences; *Causal Reasoning; Cause Effect Relationship; Means Ends Analysis; *Reality; Wishes

This study investigated children's responses to failed attempts at reaching possible and impossible goals, and their beliefs about the efficacy of wishing as a magical solution in such situations. Preschoolers were presented with failure scenarios in three different formats: a standard picture book presentation, scenarios enacted in real life by the experimenters, and a photo book of the experimenters performing the action. Findings indicated that children's assessment of goal possibility was most adult-like in the "real life" depiction. When discussing a real-life possible goal, children were more likely to recommend that the actor try again and less likely to recommend making a wish or giving up. Children predicted success on second attempts if a different method was used or if a real actor used the same method. The findings suggest that preschool children do have the ability to distinguish the causal structure of the real universe from that of a fictional one. (EV)

ED 451 930 PS 029 391

Peterson, David W.
On the Road: In Search of Excellence in Middle Level Education.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Winter Workshop of the Minnesota Association of Secondary School Principals (Minneapolis, MN, January 25, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; *Educational Quality; *Equal Education; *Excellence in Education; Institutional Characteristics; Leadership; Middle School Students; Middle School Teachers; *Middle Schools; Principals; Program Descriptions; Scheduling; *Teacher Administrator Relationship; Teacher Student Relationship; Team Teaching
IDENTIFIERS- Educational Leadership

Using the recommendations in "Turning Points 2000" as a point for comparison, this study examined how middle level instruction was being implemented in over 50 middle schools in 10 states, focusing on the balance between equity and excellence. Middle schools participating in the study were located mainly in suburbs of Minneapolis and St. Paul, Minnesota; Madison and Milwaukee, Wisconsin; Chicago, Illinois; Cleveland, Ohio;

Start, its service population, eligibility requirements, funding sources, service models, and targeted services. The FACES Study linking Head Start quality to child outcomes is described, and early findings are presented. The report continues with an outline of the performance standards for the following areas: (1) early child development and health services; (2) family and community partnerships; and (3) program design and management. A table presents trend data on enrollment, services provided, and funding received from 1992 to 1999. Information on Alaska Head Start funding for the past 20 years is also presented. The report then describes the goals and accomplishments of the Alaska Head Start Association and details the goals of the Alaska Head Start State Collaboration Project. The report also contains an organizational chart of the relationships among Head Start programs within the network of Alaskan state agencies; a list of Alaska Head Start Directors, Support Systems, and training and technical assistance providers; and information from the state Commissioner of Education and Early Development regarding combining of early education with traditional elementary and secondary education under a single state agency. The report concludes with a map presenting the locations of Alaska Head Start programs. (KB)

ED 451 947 PS 029 410

What To Look for in Arizona's Budget for Fiscal Years 2002 and 2003: A Guide for Advocates and Human Service Providers.
SPONS. AGENCY- Ford Foundation, New York, NY.; Arizona Community Foundation, Phoenix.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 13p.; Also funded by the Steele Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; *Budgeting; *Budgets; Child Advocacy; Children; Financial Support; *Human Services; *Public Policy; Resource Allocation
IDENTIFIERS- Arizona

Noting that the best public policies for children and families cannot be effective without sufficient funding to back them up, this budget guide seeks to help advocates learn the key elements to examine in state budgets. Focusing on the 2002-2003 budget cycle in Arizona, the report considers basic principles as they apply to policy related to young children and families. The report argues that budgetary issues should be of primary concern to human service advocates, and describes the sources of money in the state budget and delineates how the money is allocated. Principles are then presented that can help advocates clarify their options and inform budget debates: (1) provide sufficient funding to make policies work effectively, noting that funding falls short of the policy in child protective services staff, behavioral health services, and child care surveyors; (2) budget for long-term results, identifying important goals in this area as preschool now for later success and tax cuts with proof and purpose; (3) adjust funding each year to account for caseload growth and inflation unless an explicit policy decision has been made to reduce a specific service, noting that areas in which such "back-door cuts" are possible are child care subsidies, homeless youth intervention, and the "Success by Six" program; (4) create a

Public Schools.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Charter Schools; Day Care; *Educational Quality; *Preschool Education; *Preschool Teachers; *Program Effectiveness; Program Evaluation; Scheduling; School Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- Detroit Public Schools MI

The Preschool Teacher Survey was designed to gather information on the experience of preschool teachers in the Detroit Public Schools (DPS) and their perceptions of program effectiveness regarding student cognitive development, school readiness, parent involvement, and stability of classroom enrollment. The 12-item survey was distributed, completed, and collected at a citywide inservice training meeting in June 2000. All 122 teachers in attendance completed the survey. Survey response data analysis reflected the following findings: (1) most teachers (66.1 percent) reported five or more years in their current assignment; (2) most teachers (52.1 percent) reported having an enrollment waiting list at the beginning of the school year; (3) respondents perceived constancy in classroom enrollment over the past several school years; (4) most did not report enrollment decreases during several previous years; (5) most strongly agreed (56.6 percent) or agreed (27.4 percent) that parents should be offered a choice of preschool hours better suited to their schedules; (6) most respondents strongly agreed (44.1 percent) or agreed (36 percent) that adding more fun activities, such as field trips, would enhance the current program; (7) most respondents strongly agreed (71.1 percent) or agreed (26.3 percent) that advertising the program would increase parental and community awareness of DPS preschools; and (8) many respondent comments and suggestions reflected the need for more full- and extended-day programs, increased parental involvement, and compulsory student attendance. (Appended are data summaries, comments and suggestions, and list of participating schools.) (KB)

ED 451 965 PS 029 428

Washington, Joyce A.
Preschool Parent Survey, 1999-2000: A Report of the Detroit Public Schools.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Charter Schools; Day Care; Educational Quality; Employed Parents; Needs Assessment; *Parent Attitudes; *Parents; *Preschool Education; *Program Effectiveness; Program Evaluation; School Attitudes; Surveys
IDENTIFIERS- *Child Care Needs; Detroit Public Schools MI

This Preschool Parent Survey was designed to gather information on parents' perceptions of the Detroit Public School (DPS) preschool program and to assess the child care needs of parents of the district's preschool students. The 18-item questionnaire was mailed to the homes of 2,000 families in Detroit. Of the

American Indians since the Comstock Agreement of 1934. A 1976 legislative act and its subsequent revisions provided for state institutions of higher education to grant free tuition to certain American Indians through the Michigan Indian Tuition Waiver (ITW) program. Eligible Indians had to have a certain percentage of Indian blood, meet pre-enrollment residency requirements, and satisfy requirements concerning degree programs and full- or part-time attendance. A 1996 study found that typical ITW recipients were first-generation college students, part-time college students, unmarried females with 2-4 dependents, 30 years old, and not eligible for most other forms of financial aid. Recipients' mean gross annual income was $22,000. Attempts in 1981 and 1994 to repeal the program failed, and in 1995 the legislature continued the program in spite of the governor's objection. In 1996 the legislature eliminated the ITW, but waiver amounts were folded into higher education base per-pupil funding of each state university and college. Continuation of the program thus depended on colleges and universities deciding to allocate state funding to tuition reimbursement. Since ITW grants are no longer a line item, the state cannot determine the amount of ITW revenue each university and community college provides in free tuition. Since 1976, 15,000 Native Americans have enrolled in the program. Twenty years later, approximately 70 percent of those enrolled had completed some sort of certificate or degree. (Contains 16 references and a list of colleges receiving ITW funds in 1996-97.) (TD)

ED 451 983 RC 022 897

Gabay, Jerry
Milagros in the Mid-Columbia: An Integrated Lesson Plan. Sixth Grade Social Studies Unit on Mexican Migrant Workers.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; *Agricultural Laborers; Citizenship Education; Cultural Awareness; Grade 6; Immigrants; Intermediate Grades; *Lesson Plans; Local History; *Mexican Americans; Middle Schools; *Migrant Workers; *Multicultural Education; School Community Programs; School Community Relationship
IDENTIFIERS- *Place Based Education; *Sense of Community

Since the early 1950s, several programs have enticed thousands of rural Mexicans to migrate to California and the Northwest to be agricultural workers. The resultant demographic and cultural impacts have been immense. Hood River County (Oregon) schools are over 30 percent Hispanic. There is much ignorance and prejudice regarding the Hispanic community. This unit for sixth graders aims to get students into the community, enable them to understand and relate positively to diverse aspects of their community, develop their own sense of place and community, and accept an active role in positive citizenship. Activities expand student thinking skills through analyzing and evaluating prevalent attitudes of and toward immigrant workers; enhance listening skills through interviews of Mexican farmworkers; and increase knowledge of causes and results of Mexican immigration to the Northwest. The unit supports state benchmarks in history, civics, geography, social science analysis, and writing. Eight lessons cover an introduction, why Mexicans migrated to Oregon, Braceros and other Mexican migrant labor,

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Distance Education; Educational Cooperation; Elementary Secondary Education; Geographic Isolation; Preschool Education; *Rural Education; *Rural Schools; School Readiness; Service Learning; Special Education; Two Year Colleges
IDENTIFIERS- Iowa; Maine; Nevada; North Dakota

This theme issue of "State Education Leader" contains eight articles on rural education. "The Rural Bellwether" (Kathy Christie) discusses declining enrollment in rural schools, rural problems with teacher shortages and special education funding, issues related to school size and school district size, and distance learning initiatives. "Iowa Links Education and Economy" (Greg Nichols) describes a proposal before the Iowa Legislature to improve teacher quality through pay raises, incentives, and continuing education, and, thereby, boost student achievement and contribute to a better educated workforce. "Collaboration in Nevada's Rural and Urban Schools" (Robert C. McCord) examines rural-urban collaborative projects concerned with teacher training and technology use. "Maine School Embraces Service-Learning" (Trisha L. Smith) describes a student-initiated middle school project involving cooperation between the school and a paper company and development of forestry education on company land. "Distance Education Overcomes Rural Isolation" (Suzanne Weiss) looks at examples of distance education innovations in rural Colorado, Arizona, and West Virginia. "Community Colleges: Key to Rural Success" (J. Parker Chesson, Jr.) discusses the role of community colleges in rural economic development and increased access to education. "Special Education: Tough Issue for Rural and Remote Areas" (Lynne Chalmers) describes a North Dakota program to increase the supply of rural special education teachers. "Early Learning: Child Care in Rural America" discusses child care conditions in rural America and efforts to link child care with preschool services. Rural education resources and statistics are listed. (SV)

ED 452 001 RC 022 938

Hankes, Judith E.
Native American Pedagogy and Cognitive-Based Mathematics Instruction. Native Americans: Interdisciplinary Perspectives--A Garland Series.
PUB DATE- 98
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; *Cognitive Style; Cultural Differences; *Culturally Relevant Education; *Kindergarten Children; *Mathematics Instruction; Primary Education; *Teaching Methods
IDENTIFIERS- American Indian Students; *Cognitively Guided Instruction; Native Americans; Oneida (Tribe)

This study was motivated by the fact that Native Americans have the smallest percentage of secondary and postsecondary students performing at the advanced level in mathematics of all ethnic groups. The study sought to determine whether teaching methods employed in Cognitively Guided Instruction (CGI), an approach that provides teachers with research-based knowledge about primary mathematics in relation to children's thinking, were compatible with the teaching methods of Native American pedagogy. A literature review outlines five instructional methods common across Native American tribes: indirect rather than direct instruction, problem solving based on sense-making,

Americans; *School Desegregation
IDENTIFIERS- *Latinos; *Puerto Rico

This paper examines how U.S. courts, particularly the Supreme Court, have applied constitutional law principles to Latino communities and individuals in three areas: public education, the status of Puerto Rico, and jury selection. Consistent with traditional views of American society as biracial (black and white), constitutional law discussions frequently focus only on liberty or equality. This paper shows examples of how courts have resisted constitutional challenges based on pluralism or have favored principles of equality over those of pluralism, and how resulting decisions have not protected Latino rights. Over the past century, Latinos have sought equal educational opportunities through desegregation, bilingual education, and challenges to school funding schemes. Efforts to improve educational conditions initially focused on breaking down segregation based on notions of equality, as Latino precursors to Brown v. Board of Education exemplify. In the Southwest, Mexican Americans emerged as a separate identifiable class, which greatly complicated the desegregation analysis. In addition, some Mexican American parents wanted to maintain a "critical number" of Latino students in particular schools as a necessary prerequisite for bilingual education programs. In Colorado, the Tenth Circuit Court mandated desegregation, ruling that bilingual education could not substitute for desegregation. This paper also discusses Supreme Court rulings that jury trials are not required in Puerto Rico and that Spanish-speaking bilinguals may be removed from a jury when they might challenge a translation of testimony in Spanish. (SV)

ED 452 019 SE 061 907

Environmental Education at a Glance.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.; North American Association for Environmental Education, Rock Spring, GA.
PUB DATE- 98
NOTE- 33p.; Developed in cooperation with the Environmental Education and Training Partnership.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Resource Materials; Science Education
IDENTIFIERS- *Environmental Protection Agency

This document introduces environmental education (EE) to educators, school administrators, education and environmental organizations, the media, and the public. It also provides seasonal environmental educators with information on where to obtain additional EE resources and information. This booklet summarizes the history of EE and its present status, provides contact information for some of the leading EE organizations, and lists other useful resources. Contents include: (1) "Introduction: Environmental Education for Today and Tomorrow"; (2) "History of Environmental Education"; (3) Status of State-Level Environmental Education"; (4) "About U.S. EPA Environmental Protection Agency and Environmental Education; (5) "About the Environmental Education and Training Partnership (EETAP)"; (6) "Developing Environmental Education Guidelines"; (7) "Environmental Education Success Stories"; (8) Current EETAP Partners"; (9) "North American Association for Environmental Education Affiliates"; and (10) "Information Sources." (CCM)

Malleus, M. Pierre
Country Paper from France.
PUB DATE- 00
NOTE- 20p.; From the International Workshop on "The Reform in the Teaching of Science and Technology at Primary and Secondary Level in Asia: Comparative References to Europe" (Beijing, China, March 27-31, 2000). For workshop proceedings, see SE 064 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; Foreign Countries; Hands on Science; Higher Education; *Science Instruction; *Technology Education
IDENTIFIERS- *France

This paper presents an overview of the educational system and process of elaborating new curricula in France. The education system in France is at a central level, and schooling is compulsory between the ages of 6 and 16. The education system in France has undergone many reform movements during the last 25 years. The changes in society and economic, scientific, and technological progress lead the reform movements in education. (YDS)

ED 452 040 SE 064 559

Erickson, Dianne K.; Niess, Margaret L.; Gfeller, Mary K.
Formative and Summative Portfolio Assessment in a Preservice Secondary Mathematics Teacher Education Program.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Higher Education; *Mathematics Instruction; Mathematics Teachers; *Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; Secondary Education; *Secondary School Mathematics

This paper describes the use of portfolios to assess the preservice teacher's knowledge growth in teaching mathematics during a one year graduate-level teacher preparation program at Oregon State University. Portfolios provided evidence of what the preservice teacher used to show development of competency in knowledge and skill of teaching. Portfolio table of contents, scoring guide for work samples, and general scoring guide for grading the portfolio are presented. (ASK)

ED 452 041 SE 064 561

Langbort, Carol
Developing Teacher-Leaders in a Master's Degree Program in Mathematics Education.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000). Article was originally published in the

laboratory/discussion activities embedded in a student-oriented pedagogy. Students use pre-set simulators that complement and extend the lab experiments. Teacher guides and the option to choose computer-based or paper and pencil versions are included. Tutorials show how to design and structure the program for the teacher and the student's specific needs. Students can record their progress using electronic notes and can label, save, and print their experiments. (SAH)

ED 452 062 SE 064 662

MathFINDER TM . CD-ROM .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Elementary Secondary Education; *Mathematics Activities; Mathematics Instruction; *National Standards
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

MathFINDER brings over 1,100 lessons from 30 of the best mathematics curricula and is designed to implement all National Council of Teachers of Mathematics (NCTM) Standards in seconds using the most complete database of lessons linked to the Standards. The user can match lessons with Standards instantly, print them out, and use them immediately in the classroom. A MathFINDER sourcebook is included with a sampling of lessons from all 30 curricula. (SAH)

ED 452 063 SE 064 663

GETIT--Geoscience Education through Interactive Technology TM . CD-ROM .
PUB DATE- 00
NOTE- 0p.; Includes Installation and Set Up Guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Earthquakes; Elementary Secondary Education; Energy; *Geology; *Hurricanes; Inquiry; Optical Data Disks; *Plate Tectonics; Science Activities; Science Instruction; Technology; *Volcanoes
IDENTIFIERS- *Earth

This CD-ROM uses catastrophic events to teach the fundamentals of the earth's dynamism. Topics discussed include earthquakes, volcanoes, hurricanes, plate tectonics, and many subjects that have to do with energy transfer. It contains 63 interactive, inquiry-based activities that closely simulate real life scientific practice. Students work with actual data collected from 45,000 seismological events in order to recognize that science is not a seamless fabric of established facts but a complex network of ideas and processes. Using an electronic notebook, students are able to record their ideas and answer questions. Teachers are also able to track students' progress using the integrated class management module. The teacher guide provides class management hints, goals, assessment criteria, scientific content, references to hands-on activities, and transfer. Therefore, pupils in the experimental condition were expected to show a larger amount of transfer of the learned material than pupils in the control condition. In a field experiment, in which 239 grade-5 pupils were involved, this hypothesis was tested. In a series of experimental lessons, pupils were taught to design models as a tool in the learning of percentages. The scores on the transfer test of pupils in the experimental condition were compared to the scores of their counterparts in the control group, which was based on the teachers' strategy of directly providing ready-made models to the pupils. The conclusion, then, is that children in the experimental condition significantly outperform children in the control condition in terms of transfer. (Contains 35 references.) (Author/ASK)

ED 452 085 SE 064 692

Brynjegard, Shira
School Gardens: Raising Environmental Awareness in Children.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Environmental Education; Environmental Influences; Experiential Learning; *Gardens; Outdoor Education; Student Attitudes
IDENTIFIERS- *Environmental Awareness

This paper explores the reasons for gardens and natural spaces on school campuses and the effects that such exposure to the natural world has on the students. Blending case studies, observational data, and personal experience, the paper discusses the impacts a garden has on the students who participate in it. During the evolution from rough landscape drawing to fully functioning educational environment, the balance of administrative, teacher, parent, and student involvement is used to determine the lasting effects the garden has on student attitudes toward environmental concerns. Elements of what makes a garden particularly effective at bridging the gap between the children and nature is highlighted and evidence of increased environmental awareness in the students is discussed. (Contains 17 references.) (Author)

ED 452 086 SE 064 693

Tushnet, Naida C.; Millsap, Mary Ann; Abdullah-Welsh, Noraini; Brigham, Nancy; Cooley, Elizabeth; Elliott, Jeanne; Johnston, Karen; Martinez, Alina; Nierenberg, Marla; Rosenblum, Sheila
Final Report on the Evaluation of the National Science Foundation's Instructional Materials Development Program.
PUB DATE- 00
NOTE- 205p.; In collaboration with Abt Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cost Effectiveness; *Curriculum Development; Educational Change; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; *Instructional Materials; Mathematics Education; Science Education
IDENTIFIERS- National Science Foundation

This document presents the final report on the evaluation of the Instructional Materials Development (IMD) program of the

Implementation and Use of Outcomes Assessment in Music Degree Programs: How the Varied Voices of Faculty and Program Administrators Contribute to Program Quality Improvement.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Regional Convention of the Rocky Mountain Educational Research Association (Las Cruces, NM, October 28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; *Beliefs; Correlation; Higher Education; Multiple Regression Analysis; *Music Education; Outcome Based Education; Program Administration; Teacher Surveys
IDENTIFIERS- Administrator Surveys; *Faculty Attitudes; Teacher Beliefs Study

In the 1990s higher education has been increasingly challenged to be excellent, be accessible, and to prove it, as the emphasis on accountability and outcomes assessment (OA) has emerged. This study explores how institutional requirements for OA and the attitudes and beliefs of music faculty and music program administrators may be related to the implementation of OA in higher education. Information about attitudes and beliefs was collected by survey from a random sample of music faculty and program administrators in 104 North Central Association (NCA) universities and colleges. Surveys were constructed to identify faculty and administrator understanding of the NCA definition of OA (definition alignment), their attitudes about OA validity, and their perceptions about the level of implementation of OA in the music program. Correlation analyses and multiple regressions were applied to the data. Findings reveal a negative relationship between individuals' understanding of the NCA definition and their attitudes about the validity of outcomes assessment to the music program. Results and implications are discussed. (Contains 4 tables and 21 references.) (BT)

ED 452 109 SO 032 438

Day, Michael, Ed.
Preparing Teachers of Art.
PUB DATE- 97
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Art Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; School Culture; Teacher Certification
IDENTIFIERS- National Board for Professional Teaching Standards; Teaching Perspectives

This collection of essays contributes to the dialogue about the preparation of art teachers. Each essay addresses one of the essential issues from a position of knowledge and experience. Essays include "Preparing Teachers of Art for the Year 2000 and Beyond" (Michael Day); "Whence Come We? What Are We? Whither Go We? Demographic Analysis of Art Teacher Preparation Programs in the United States" (Enid Zimmerman); "What Are Teachers Taught? An Analysis of Curriculum Components for Art Teacher Preparation Programs" (Lynn Galbraith); "Certification and Licensure Requirements for Art Education: Comparison of State Systems" (Margaret Klempay DiBlasio); "The National Board for

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Art; *Art Education; Art Teachers; *Career Choice; *Career Planning; Elementary Secondary Education; Higher Education; *Information Sources; *Teacher Education
IDENTIFIERS- National Art Education Association

This guide provides information on careers in art and art education and on how students can learn about such careers. By posing and answering a series of informative questions, the guide discusses choosing a teacher education college or university. Continuing with this format, it addresses how to decide on an art education major and how to enter an art/design school or a university art/design program. The guide concludes by indicating several sources for information on careers in the visual arts, such as art teaching, art career resources, and art job outlook. (BT)

ED 452 131 SO 032 703

Alleman, Janet; Brophy, Jere
Social Studies Excursions, K-3. Book One: Powerful Units on Food, Clothing, and Shelter.
PUB DATE- 01
NOTE- 324p.; With contributions by Barbara Knighton. For related study on Shelter, see ED 437 311; on Clothing, see ED 439 072; and on Food, see SO 032 651.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Clothing; *Food; Fundamental Concepts; *Housing; Instructional Innovation; Primary Education; *Social Studies
IDENTIFIERS- *Cultural Universals; Knowledge Development

The first in a 3-volume series, this book presents instructional units on cultural universals for primary grade social studies. This volume focuses on food, clothing, and shelter, and includes information about how and why it was developed and suggestions about planning and implementing the units. Its content is elementary and familiar in that it addresses fundamental aspects of the human condition and connects with experience-based tacit knowledge that students already possess. Students will learn about cultural universals that may be unfamiliar, discover new information, develop connections to help transform scattered items of knowledge into a network of integrated knowledge, and apply this knowledge to their lives outside of school. It features 16 lessons about "Food," 10 about "Clothing," and 12 about "Shelter." Lessons include plans for learning activities, assessment tasks, and follow-up home assignments. (Contains 34 reproducibles.) (BT)

ED 452 132 SO 032 704

China: Tradition and Transformation Curriculum Projects. Fulbright-Hays Summer Seminars Abroad Program, 2000.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 420p.; Compiled by the National Committee on U.S.-China Relations. For previous "China: Tradition and Transformation Curriculum Projects," see ED 442 731, ED 442 730, ED 442 700, ED 436 445, ED 423 148, ED 383 610, ED 372 016, ED 358 003, and ED 348 325.
LANGUAGE- English

Standards; *Teacher Certification; Teacher Placement; Teacher Supply and Demand; Teachers; Vocational Education Teachers
IDENTIFIERS- *Michigan; Out of Field Teacher Assignment

This paper investigates the current teaching assignments of Michigan public school personnel in five categories (computer science, library media, vocational technical, industrial technology, and media specialist). The paper asks: How many of these professionals were employed in Michigan public schools in 1999-00? How many had endorsements for their teaching assignments? Were they employed in elementary, middle, or high school assignments? How many school districts employed technology personnel in Macomb, Oakland, and Wayne counties? and How many new provisional certificates were awarded in these endorsement fields in 1999-00? Data came from the Michigan Professional Personnel Register for 1999-00 and the Michigan Department of Education (new provisional teaching assignments and their endorsements and the numbers of school districts in each county). Overall, there was an inadequate supply of computer science teachers to provide the Michigan public school districts with the numbers they needed. Employment of library media personnel and vocational technical personnel was good in 1999-00, but there were too few provisional teaching certificates with an endorsement in industrial technology issued. Only about one-third of teachers in each area held certificates applicable to all grade levels. (SM)

ED 452 152 SP 039 881

Beckmann, Sybilla; Davion, Victoria; Desmet, Christy; Harrison, Stephanie; Hudson-Ross, Sally; Mewborn, Denise S.; Oliver, Jenny Penney; Preissle, Judith; Ruppersburg, Hugh
Expanding the "Great Conversation" To Include Arts and Sciences Faculty.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; English; Higher Education; *Interdisciplinary Approach; *Language Arts; *Mathematics Education; Mathematics Teachers; Preservice Teacher Education; *Science Education; Science Teachers; *Teacher Collaboration; Teacher Role
IDENTIFIERS- *Collaborative Inquiry; University of Georgia

This paper contains five essays that describe various aspects of a collaboration called the Deans' Forum at the University of Georgia. A group of 30 faculty committed to exploring issues such as the nature and quality of instruction in university courses, course and curriculum design, learning theories relevant to college age learners, the role of the university in teacher preparation and enhancement, and the role of the university in the P-16 agenda. The five essays are: "How We Got To Expanding the 'Great Conversation' to Include A&S Faculty" (Jenny Penney Oliver); "Reflections on Our Role in Teacher Education by Two Faculty in the Franklin College of Arts and Sciences at the University of Georgia" (Victoria Davion and Hugh Ruppersburg); "The Deans' Forum: Cross-Career Dialogue in English and English Education" (Sally Hudson-Ross, Christy Desmet, and Stephanie Harrison). "The Collaborative Design of Mathematics Courses for Elementary Education Majors" (Sybilla education, focusing on three design parameters (job specialization, formalization of behavior in carrying out the job, and training and indoctrination required for the job). Researchers examined data derived from a compilation of organizational charts of the top 50 colleges and schools of education as identified by "U.S. News and World Report," which provides detail on the functions and duties of each position, and a national survey of 1,440 deans regarding their organization, staffing patterns, span of control, and dean's leadership team. Participants were 131 associate deans from 49 colleges and schools of education. Data analysis indicated that the division of labor was frequently divided among two or three associate deans. Number of associate deans appeared to be based on type of university, size of college or school, and degree of university centralization or decentralization of administrative duties. Dean behavior was highly formalized by function. The indoctrination of deans was relatively nonexistent. For the most part, associate deans were informally socialized on the job. (Contains 50 references.) (SM)

ED 452 172 SP 039 909

Obidah, Jennifer E.; Teel, Karen Manheim
Because of the Kids: Facing Racial and Cultural Differences in Schools. The Practitioner Inquiry Series.
PUB DATE- 01
NOTE- 129p.; Foreword by Jeannie Oakes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; Black Teachers; Classroom Techniques; Cultural Awareness; *Cultural Differences; Cultural Influences; Middle School Students; Middle School Teachers; Middle Schools; *Racial Differences; Racial Factors; *Teacher Collaboration; Teacher Researchers; Urban Schools
IDENTIFIERS- *African Americans

This book presents the story of two teachers, one black and one white, who confronted the boundaries of race, describing their journey through distrust, anger, and fear as they grappled with race in classroom teaching. It explains how the white teacher, guided by her African American mentor, learned to effectively teach African American students. Through their collaborative, 3-year study, they examined the impact of racial and cultural differences in an urban middle school classroom. They learned to confront and handle challenges they faced so they could work together, building a bridge of trust, communication, and understanding. This study presents the difficulties and importance of collaboration between teachers of two different racial and cultural backgrounds, providing insights into how race and culture evolve in teacher-student interactions. The seven chapters are: (1) "'Herstories' Shaping Research and Teaching Practices"; (2) "Perceptions of African American Students"; (3) "Critical Moments in Teacher Research"; (4) "Racial and Cultural Perspectives on Student Behavior"; (5) "The Risks in Crossing Boundaries"; (6) "On Cultural Conflict in the Classroom: Lisa Delpit Dialogues with the Authors"; and (7) "For Those Who Dare: Toward Transforming Teaching Practices." (Contains 66 references.) (SM)

ED 452 173 SP 039 910

Ramsey, Sarah J.
Summer Experiences Promote Reflective Practice in Preservice

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Administrator Attitudes; Alternative Teacher Certification; *Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Principals; Secondary School Teachers; *State Standards; *Student Teacher Attitudes; Student Teachers; *Teacher Competencies
IDENTIFIERS- *Missouri

This report represents the thirteenth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University. TEAC is a centralized system of data collection and assessment that solicits input from Central's professional education faculty, preservice teachers, program graduates, employers of teachers prepared at Central, and students who completed graduate degrees in education. Surveys were distributed to 1,756 preservice teachers, first and second year teachers, alternative certification teachers, and employers of Central's graduates. A total of 1,086 were returned. Overall, 72 percent of Central's previous year's graduating class secured full-time teaching positions within Missouri. Beginning teachers were employed in 167 of 624 Missouri districts. Student teachers and students in Foundations of Education classes were predominantly female and white. Students gave their student teaching experiences very high ratings. The average salary for Central graduates (beginning teachers) was $24.997. Over 80 percent of beginning teachers planned on teaching 5 years from now. Beginning teachers considered their level of competence high. About 70 percent of principals hiring Central's graduates believed the teachers they hired were well-prepared and competent. Alternative certification graduates considered themselves strong in most of the state standards, and principals who employed them agreed. (SM)

ED 452 193 SP 039 937

Graves, Donald H.
The Energy To Teach.
PUB DATE- 01
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Coping; Elementary Secondary Education; Emotional Response; Mental Health; Parent Teacher Cooperation; Principals; *Stress Management; *Student Behavior; Teacher Administrator Relationship; Teacher Burnout; *Teacher Morale; *Teacher Motivation; Teacher Student Relationship; Teachers; *Teaching Conditions
IDENTIFIERS- Emotional Support

This book offers insights on and techniques for dealing with emotional demands in the classroom, noting how highly effective teachers deal with such demands and how they gain help and support from their colleagues and administrators. Based on extensive interviews with educators and others nationwide, the book explains what gives them energy, how they handle energy-draining situations, and how they cope with the never-ending emotional roller coaster. The 14 chapters focus on: (1) "The Energy to Teach"; (2) "Taking Stock"; (3) "Setting a Clear Direction"; (4) "Structure the Class for the Release of Student Energy"; (5) "Tap the Energy Source in the Curriculum"; (6)

Setting

Two standard setting methods, the Angoff method and the Rasch model based Item Map approach, were compared for setting a standard for a high-stakes medical licensure examination, the last examination of a three-examination series of a national medical licensing examination. The standard setting committee consisted of 23 physicians who were involved in postgraduate medical education. For the Angoff method, the 800 test items were divided into 2 sets, and each member reviewed about 480 items. For the Item Map method, 13 maps were constructed based on the combination of specialty and dimension. Each map had five to seven items ordered by the item difficulties calibrated from a previous examination, and judges were asked to draw a line on a map to indicate that items below the line were those candidates should master in order to start practicing medicine and items above the line were those candidates could master later. The values of the lines were the difficulty values, in logits of the items immediately below the lines. The standard set by the Angoff method was substantially more severe than the standard set by the Item Map method, but the latter better reflected the desired content criterion of minimum competence. The result was more practical, and the standard set was consistent with historical data. The Rasch model method was, in this case, a truly criterion-referenced method. (SLD)

ED 452 214 TM 032 499

Jones, Ken
Performance-Based Instruction: What Does It Look Like in the Elementary Mathematics Classroom?
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Curriculum; Elementary Education; Elementary School Students; *Elementary School Teachers; *Mathematics; Models; *Performance Based Assessment; *Teaching Methods
IDENTIFIERS- Caring; *Connectionism

This case study describes what performance-based instruction looks like when committed teachers implement it in the classroom. The focus is elementary mathematics. A literature review revealed five aspects of performance-based classrooms: (1) epistemology; (2) curriculum orientation; (3) assessment paradigm; (4) instructional strategies; and (5) role expectations. These aspects were considered in the study, which took place in Kentucky where a mathematics portfolio had been mandated for state assessment purposes. A series of interviews with 10 teachers was supplemented by a year-long in-depth study of 2 of these teachers who were judged to have the highest performance-based instruction implementation. Data reveal some underlying characteristics of the performance-based classroom. It is a caring classroom characterized by connectionist learning theory and a thinking and doing curriculum and diverse opportunities to learn with ongoing assessment, feedback, and adjustment. On the basis of this study, a nascent conceptual framework may be constructed around the construct of performance-based instruction. (Contains 70 references.) (SLD)

Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *Educational Finance; *Expenditures; Higher Education; *Research Universities
IDENTIFIERS- Carnegie Classification

This study examined the administrative expenditures of a group of universities, the Research I Universities (RU1) (the designation of the Carnegie classification scheme before 2000), the most comprehensive and research-intensive universities in the United States. The study explored the expenditure patterns of universities new to the RU1 classification as of 1994, determining whether they spent more on institutional support in 1996 than they did in 1988, and whether the spending patterns of the new RU1s of 1994 became more similar to those of continuing RU1s from 1994. The analysis considers the presence of an administrative lattice that grows as faculty move away from teaching, advising, and shared governance to a focus on specialized areas of research. Data for the study are from the Integrated Postsecondary Education System finance files. Findings suggest that the expenditure patterns of the new RU1s closely resembled those of the continuing RU1s. Differences in expenditure patterns were usually the result of public/private distinctions or a function of revenue differences. However, using panel data from 1988, 1992, and 1996, new RU1s increased their institutional support shares relative to the increases at continuing RU1s, a finding consistent with predictions. There is evidence that the new public RU1s exhibited a strong relationship between revenues and institutional support in 1988 because they were in a process of acceleration toward RU1 status. Two appendixes contain graphs of the institutional support of the RU1s. (Contains 4 tables, 2 figures, and 23 references.) (SLD)

ED 452 235 TM 032 521

Ediger, Marlow
Assessment of School Principal Achievement.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Evaluation; Elementary Secondary Education; *Evaluation Methods; *Principals; Public Schools; *Test Use

Principals are increasingly being held accountable for student achievement in the public schools, but there are many questions about how to assess principals' achievement. There are many problems with using the results of standardized testing to assess the achievement of principals. Feedback from teachers appears to be a good way to assess the effectiveness of principals. It is also possible to assess the role of the principal with regard to public relations through questionnaires completed by teachers and members of the public. What teachers, parents, and the public desire in a quality school curriculum should be determined though carefully designed questionnaires. The principal may then be assessed according to his or her leadership in implementing this work-habits ratings; (5) the negatively worded WES items were more strongly related to criterion measures than were the positively worded items; and (6) the WES consisted of two empirical factors (utility of work and commitment to hard work). Demographic comparisons revealed that girls scored higher than boys on the WES, that European Americans scored higher than Hispanic Americans, but not higher than African Americans, and that eighth graders scored higher than sixth and seventh graders. (Contains 5 tables and 26 references.) (Author/SLD)

ED 452 258 TM 032 545

Guskey, Thomas R.; Bailey, Jane M.
Developing Grading and Reporting Systems for Student Learning. Experts in Assessment.
PUB DATE- 01
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Grades (Scholastic); *Grading; *Learning; *Report Cards; *Student Evaluation

This book aims to provide a coherent and thoughtful framework for viewing the complex issues related to grading and reporting student learning. The primary goal of grading and reporting is recognized as communication, and grading and reporting are seen to be integral parts of the instructional process. Chapter 1 explores why grading and reporting methods should be changed, and chapter 2 considers some lessons from the past and recent research that should be applied. Several broad guidelines are presented in chapter 3. Chapter 4 explains why report cards are not enough alone. Chapters 5 and 6 review the grading methods that work best. How to grade and report on the achievement of students with special needs is the focus of chapter 7. Chapter 8 explores the major problems that should be addressed in grading and reporting, and chapter 9 considers some exemplary models of reporting systems that could be used. Chapter 10 describes the reporting tools that could be used in a comprehensive reporting system. (Contains 6 tables, 23 figures, and 241 references.) (SLD)

ED 452 259 TM 032 546

Kocher, A. Thel; Moore, Bob
Assessing Teacher Technology Skills.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Professional Development; Questionnaires; *Teacher Attitudes; Teacher Surveys; *Teachers; Technological Advancement
IDENTIFIERS- Kansas

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary Secondary Education; *Enrollment; *Institutional Characteristics; National Surveys; School Districts; School Personnel; *School Statistics; *State Departments of Education; Tables (Data)
IDENTIFIERS- *Common Core of Data Program

This report provides basic information about public elementary and secondary schools and education agencies during the 1997-1998 and 1996-1997 school years. The data describe the numbers and types of these institutions, their students, and staff. The purpose is to make this information easily accessible through a number of summary tables. The statistics were collected through the Common Core of Data (CCD) survey system. The CCD reports data provided voluntarily each year by education agencies from the 50 states, the District of Columbia, Department of Defense Dependents Schools, and 5 outlying areas. The system includes the Public Elementary and Secondary School Universe Survey and the Local Education Agency Universe Survey, which are the major focus of this report. The report contains tables for two school years, with the more current data presented first. Tables 1 through 14 and 30 through 43 contain information about the public schools and education agencies. They cover numbers, size (in terms of pupils), urbanicity, and grades served. Tables 15 through 24 and 44 through 53 provide information about student characteristics and outcomes. This includes the distribution of students by grade level, by various racial and ethnic groups, the numbers eligible for free lunch, and the numbers of students completing high school. The last tables, 25 through 29 and 54 through 58, report the numbers of teachers and other school staff. These tables focus on pupil/teacher ratios and the ratio of teachers to administrators and teachers to support staff. A glossary is included. (Contains 1 figure and 58 tables.) (SLD)

ED 452 280 UD 034 049

Eisner, Caroline, Ed.
Striving for Excellence: A Report on Stanford Achievement Test Results in the Great City Schools.
PUB DATE- 01
NOTE- 60p.; With Harcourt Educational Measurement.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Black Students; Elementary Secondary Education; Hispanic American Students; Poverty; *Racial Differences; Sex Differences; *Standardized Tests; *Student Evaluation; Test Bias; *Urban Schools
IDENTIFIERS- *Council of Great City Schools; *Stanford Achievement Tests

This report examines urban student achievement using the SAT-9, the most commonly used standardized assessment among the major cities. The study, conducted in collaboration with the test's creator, Harcourt Educational Measurement, highlights student achievement in Great City Schools (GCS) and describes how urban students perform on traditional standardized tests. It provides a way for urban school districts to compare outcomes and is the first step of a longitudinal analysis of urban student progress. It examines the achievement of 760,000 urban test-takers in grades 2-11 on reading, language, mathematics, problem solving, and science subtests. SAT-9 data are collecting data on race will affect children more than adults, with more children being born to parents of different races. Data from the 2000 census show that 4 percent of children under age 18 years are multiracial, compared with 2 percent of adults. Data on race from the 2000 census cannot be directly compared with 1990 census data. Therefore, interpreting changes by racial categories from 1990-00 should be done cautiously. (Contains 26 references.) (SM)

ED 452 297 UD 034 118

Krueger, Alan B.; Hanushek, Eric A.
The Class Size Policy Debate. Working Paper No. 121.
PUB DATE- 00
NOTE- 50p.; Introduction by Richard Rothstein.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Class Size; Cost Effectiveness; Econometrics; *Educational Economics; *Educational Research; Elementary Secondary Education; Expenditure per Student; Public Education
IDENTIFIERS- Student Teacher Achievement Ratio Project TN

These papers examine research on the impact of class size on student achievement. After an "Introduction," (Richard Rothstein), Part 1, "Understanding the Magnitude and Effect of Class Size on Student Achievement" (Alan B. Krueger), presents a reanalysis of Hanushek's 1997 literature review, criticizing Hanushek's vote-counting method and suggesting it would be better to count each publication as a single study rather than counting separately each estimate within a publication. This method of analyzing the research suggests a strong connection between school resources used to reduce class size and student outcomes. It also discusses the effects of expenditures per student and looks at economic criterion (Lazear's theory of class size, benefits and costs of educational resources, the critical effect size, and caveats). Part 2, "Evidence, Politics, and the Class Size Debate" (Eric A. Hanushek), focuses on: the history of class size reduction; econometric evidence; the Tennessee Class Size Experiment (Project STAR, or the Student/Teacher Achievement Ratio Study); and policy calculations. The author claims that his own method of counting each estimate as a separate study is the most valid method and that effects of class size reduction will be small and expensive. An appendix discusses the econometric data. (Papers contain references.) (SM)

ED 452 298 UD 034 119

Levy, Dan; Duncan, Greg J.
Using Sibling Samples To Assess the Effect of Childhood Family Income on Completed Schooling. JCPR Working Paper 168.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; *Educational Attainment; Elementary Secondary Education; *Family Income; *Family Influence; Poverty

This study assessed the impact of family childhood income on completed years of schooling using fixed effects techniques to eliminate biases associated with omission of unmeasured family characteristics. It also examined the importance of timing of enhance the environment for LGBT and all youth. The survey provides a complete array of evaluative statements in areas including school policy, curricular inclusion, faculty training, gay-straight alliances, schoolwide programming, and adult attitudes toward LGBT people. It assesses school climate regarding LGBT issues along a four-point continuum (hostile, resistant, open, and inclusive schools). Fictionalized composites of the four types of schools are included. The descriptive data help community members understand what their survey scores mean and what the four-point continuum looks like. The workbook includes a plan for creating issue campaigns that turn problems into tangible solutions for school communities. Taken together, the components represent a model that supports the development of school communities into healthier places for all students. (SM)

ED 452 317   UD 034 141

Becker, Marla G.; Calhoun, Deane
Teens on Target Violence Prevention Curriculum for Grades 6-12.
SPONS. AGENCY- S. H. Cowell Foundation, San Francisco, CA.; George Gund Foundation, Cleveland, OH.; James G. Irvine Foundation, San Francisco, CA.; Metropolitan Life Foundation.; San Francisco Foundation, CA.; Richard and Rhoda Goldman Fund, San Francisco, CA.; Kellogg Foundation, Battle Creek, MI.; Oakland Unified School District, CA.; Public Welfare Foundation, Washington, DC.
PUB DATE- 00
NOTE- 182p.; Written with "Teens on Target" youth leaders. Color photographs may not reproduce well. Also funded by the Friedman Family Fund, Koret Foundation, Project Emerge, Bernard and Alba Witkin Fund, Crosby, Heefey, Roach, and May, Evelyn and Walter Haas, Jr. Foundation, Merck Family Fund, and the Tides Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Child Health; Comprehensive School Health Education; Family Violence; Guns; Health Promotion; Intermediate Grades; Secondary Education; Student Behavior; Substance Abuse; *Urban Areas; *Violence
IDENTIFIERS- Gangs; *Risk Reduction

This curriculum is designed to help schools implement programs to prevent violence among students in grades 6-12. It is a six-session, school based curriculum intended for adolescents who are living in communities experiencing high rates of violence. It is facilitated by trained Teens on Target (TNT) members/peer educators, young people who are supervised by one or more adults trained in violence prevention. The goal of TNT is to train urban youth who are at risk of being victims or perpetrators of violent crimes, injuries, and deaths to become health advocates for violence prevention. This curriculum is founded on the principle that individuals most impacted by violence must be involved in developing the solutions to the problem. TNT members implement the curriculum in their communities and in the middle schools they attended as children; they combine public health data and their personal experiences in attempts to reach their peers. The program provides peer education on violence prevention; educates professionals on the impact of violence and strategies for change; informs the media on solutions, impact, and causes of violence; provokes policymakers to take action to prevent violence; and provides constructive role models for youth. The

OH; Detroit Public Schools MI; State Policy

This study examined the implementation of standards-based reforms in urban schools with high concentrations of low-income students, highlighting the influence of state policy on the development and implementation of school standards. Researchers examined the type of state policy three school districts were exposed to, level of teachers' awareness of the state policy on standards, and teachers' perceptions of the implementation of standards. Data collection occurred during the 1997-98 and 1998-99 school years and involved surveys, interviews, observation, and document analysis. Results indicated that the different policy environments within which schools and districts operated related to how districts and schools interpreted standards. These differences translated into differences in teachers' awareness of standards and perceptions of how well they were implemented. While teachers reported high levels of awareness of standards, they were not the driving force behind their classroom practices. Instead, district accountability policies that were narrowly focused on raising standardized test scores influenced school practice and directed it at improving standardized test scores. Policies were interrelated, with one policy establishing the context for another. The implementation of standards-based reform involved actors at multiple levels of the educational system with different levels of authority. (Contains 22 references.) (SM)

ED 452 335   UD 034 161

O'Connor, Alice, Ed.; Tilly, Chris, Ed.; Bobo, Lawrence D., Ed.
Urban Inequality: Evidence from Four Cities. A Volume in the Multi-City Study of Urban Inequality.
PUB DATE- 01
NOTE- 549p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Disadvantaged; Educational Attainment; Employers; Employment Patterns; Equal Opportunities (Jobs); *Ethnic Stereotypes; Gender Issues; Labor Market; *Minority Groups; Neighborhoods; Personnel Selection; Racial Attitudes; *Racial Discrimination; Residential Patterns; Sex Discrimination; Socioeconomic Status; *Urban Areas; Wages
IDENTIFIERS- California (Los Angeles); Georgia (Atlanta); Massachusetts (Boston); Michigan (Detroit)

This collection of papers focuses on urban inequalities in Atlanta, Boston, Detroit, and Los Angeles. There are 11 chapters in 3 parts. The book begins with an introduction, "Understanding Inequality in the Late Twentieth-Century Metropolis: New Perspectives on the Enduring Racial Divide" (Alice O'Connor) and chapter 1, "Metropolises of the Multi-City Study of Urban Inequality: Social, Economic, Demographic, and Racial Issues in Atlanta, Boston, Detroit, and Los Angeles" (Reynolds Farley). Part 1, "Racial Attitudes," includes: (2) "Stereotyping and Urban Inequality" (Lawrence D. Bobo and Michael P. Massagli); and (3) "Perceived Group Discrimination and Policy Attitudes: The Sources and Consequences of the Race and Gender Gaps" (James R. Kluegel and Lawrence D. Bobo). Part 2, "Residence, Employment, and the Significance of Space," includes: (4) "Processes of Racial Residential Segregation (Camille Zubrinsky Charles); (5) "Ethnic Residential Segregation and Its Consequences" (Franklin D. Wilson and Roger B. Hammer); and (6) "Space as a Signal: How Employers Perceive Neighborhoods in Four Metropolitan Labor Markets" (Chris Tilly, Philip Moss, Joleen Kirschenman, and Ivy Kennelly). Part 3,

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Deans; *College Administration; *College Presidents; *Community Colleges; Governance; *Leaders Guides; *Leadership; Leadership Qualities; School Administration; Two Year Colleges

This book offers advice on the skills and attitudes needed to succeed as a community college leader. As one begins to move up the organizational ladder from program director or assistant dean to dean or vice president, the sphere of influence expands dramatically. There is a greater need to be able to see how programs and decisions affect the institution, both horizontally and vertically. Horizontally involves the wide spectrum of programs offered by the college; vertically refers to the administrative chain of command as well as budgets, personnel, politics, and policies. The book's chapters cover topics such as: (1) the difference between being president and being CEO; (2) hiring and managing a consultant; (3) institutional politics; (4) building a faculty leadership; (5) selecting the board chair; and (6) making the best of a mismatch. Finally, the ten truths of community college leadership are presented, some of which are: (1) every decision made has three elements--educational, fiscal, and political; (2) organizational conspirators are alive and well; (3) leadership and management are different skills; and (4) not all rocks are meant to be turned over. (JA)

ED 451 853 JC 010 287

Iowa Community Colleges Fall Term 2000 Credit Student Enrollment Report.
PUB DATE- 00
NOTE- 9p.; For the 1999 report, see JC 010 288.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Attendance; *Community Colleges; *Enrollment; Enrollment Rate; *Enrollment Trends; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Iowa

This document shows student enrollment data for Iowa community colleges for fall 2000. Highlights include: (1) the fall 2000 unduplicated credit headcount enrollment of 65,473 demonstrates an increase of 3 percent over fall 1999 enrollment of 63,809; (2) community college fall credit enrollment continues to grow, with approximately 54 percent pursuing college parallel program majors; (3) fall term credit enrollment increased 13 percent from 58,285 in 1994 to 66,093 in 2000; (4) college parallel program enrollment increased 13 percent from 31,280 in 1994 to 35,427 in 2000; (5) career technical enrollment increased three percent from 22,306 to 23,064 over the same time period, and career option/college parallel (preparation for a vocation and transfer to a four-year institution), increased 63 percent from 4,669 to 7,602; (6) the ratio of full-time to part-time student was 52 percent to 48 percent; however, there are differences across the colleges; (7) 94 percent of the fall enrollees are Iowa residents; (8) consistent with national trends in postsecondary education, the majority of community college students are female (56 percent); (9) the average age for Iowa community college students enrolled on the 14th day of the fall term was 24.1 years; and (10) 63 percent of the total credit

ED 451 873 JC 010 320

Population Participation Rates by City and County, Fall Term 2000. Virginia Community College System Research Report Series.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; *Community Colleges; *Educational Demand; Enrollment; Enrollment Rate; *Population Distribution; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

This document provides numerical data on the rates of population participation in the Virginia Community College System (VCCS) by city and county. Population estimates are based on March 2000 U.S. Census Bureau estimates. Highlights include: (1) the within-region rate for the VCCS is 1.7%, which exceeds the previous year's level and is most comparable to the tabled service region rates for each college; (2) participation continues to be highest for the southwestern region, with Southwest Virginia Community College having the highest rate; (3) using all in-state enrollments, the number of Virginia's population served by the VCCS increased to 1.8%, an increase over the previous year; (4) Virginia's total credit participation rate, 1.9%, substantially exceeds that for two-year colleges in the Southern Regional Education Board (SREB) states (1.8%) and matches the national rate; and (5) rates for combined credit and non-credit participation for fall 1999 are 2.03% (region), 2.22% (state), and 2.35% (total enrollments)--each substantially higher than credit-only rates and exceeding the previous year's participation. Specific information is provided for each of Virginia's 24 community colleges. (JA)

ED 451 874 JC 010 321

Hilbert, Pamela; Spriggs, Janet; Evans, Pete
Building a Collaborative Bridge: Community College and University Interaction and Sharing.
PUB DATE- 00
NOTE- 10p.; Paper presented at the League for Innovation in the Community College Conference on Information Technology (Anaheim, CA, November 15-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Educational Cooperation; *Educational Facilities; *Institutional Cooperation; Two Year Colleges
IDENTIFIERS- North Carolina State University

This report discusses the establishment of the Center for Marine Sciences and Technology (CMAST), a collaborative effort between Carteret Community College (CCC) (North Carolina) and North Carolina State University (NCSU). The CMAST project began as a concept in 1992, when NCSU officials and science faculty saw the need for a coastal facility to enable more extensive marine and environmental research. Construction began in 1998, and the facility was completed in the summer of 2000. NCSU faculty and staff are housed on the first two floors and a portion of the third, and CCC occupies the fourth floor, which includes a video-conference classroom, labs for biology, physics, and Internet technologies, and faculty offices. Goals of the NCSU-

Babysitting Beginnings. Leader's Guide and Member's Guide.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Caregiver Role; *Caregiver Training; *Child Caregivers; Child Development; Child Safety; First Aid; Infant Care; Leaders Guides
IDENTIFIERS- *Babysitters; Caregiver Response; Training Materials; *4 H Programs

Using an experiential learning approach, these guides for 4-H leaders and members detail a 6-session program, "Babysitting Beginnings," to teach sixth through twelfth graders the responsibilities and skills involved in babysitting. Participants develop a babysitting tool kit for future use with children and a babysitting portfolio, a collection of materials relating to babysitting. The leader's guide's introductory section presents an experiential learning model, discusses how early and later adolescents learn, and describes how the Babysitting Beginnings program teaches life skills in addition to babysitting techniques, such as making decisions, communicating with others, and problem solving. Six training sessions are presented in the leader's and the member's guides: (1) babysitting responsibilities; (2) the business of babysitting; (3) understanding children; (4) fun with children; (5) sitting safely; and (6) sharing tool kits and portfolios. Each training session provides introductory material regarding the topic of the session, activity suggestions, and needed materials. The leader's guide concludes with a 4-H babysitting kit evaluation form and a certificate of achievement. (KB)

ED 451 893 PS 029 337

Marcon, Rebecca A.
Goals, Activities, and Reflections of Inner-City Adolescents: A Follow-Up Comparison of Early Childhood Models.
PUB DATE- 01
NOTE- 11p.; Poster session presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Adolescent Attitudes; *Adolescent Behavior; Black Youth; *Early Adolescents; Followup Studies; Grade 8; Inner City; Junior High Schools; Low Income Groups; *Outcomes of Education; *Preschool Education; *Student Adjustment

Noting that research on long-term effects of attending preschool has found social as well as cognitive effects, this study explored the association between preschool participation and adolescent goals and activities in a sample of 80 urban eighth graders who had attended different types of preschool and kindergarten programs. The sample was 55 percent female; 94 percent of the sample were African American. Most students (76 percent) qualified for subsidized school lunch based on low family income, and 70 percent lived in single-parent families. Students were individually interviewed using a modified version of the Youth Follow-Up Interview. Subjects reported that the

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Attitudes; Adolescent Behavior; *Adolescents; Anger; At Risk Persons; Bullying; *Child Rearing; Child Responsibility; *Communication Skills; Depression (Psychology); Mental Health; *Parent Child Relationship; *Parenting Skills; *Parents; Substance Abuse; Violence; Youth Problems

Noting that caring adults can help teens make the right decisions during the difficult time of adolescence, this guide for parents provides some useful tools to improve parents' communication with teenagers to help them get through adolescence successfully. The booklet is presented in six parts: (1) "Getting the Conversation Started," including tips for opening up the dialogue, even after it has been shut down; (2) "Increasing Responsibility and Freedom," including ideas for setting limits that protect teens while giving them room to grow and develop; (3) "Managing Anger: Theirs and Yours," including anger management skills for parents and ideas to share with teens; (4) "Handling Tough Situations," including examples of difficult situations, identification of warning signs of trouble, and advice on how to handle problems such as bullying, drug use, school failure, sadness/depression, and anger and violence; (5) "When Parents Need Help First," including suggestions for parents on dealing with issues affecting their parenting ability; and (6) "Getting Help for Your Teen," suggested sources of help for various types of problems. (KB)

ED 451 911 PS 029 371

Knowles, Trudy; Brown, Dave F.
What Every Middle School Teacher Should Know.
PUB DATE- 00
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Adolescent Attitudes; Adolescent Behavior; *Adolescent Development; Child Advocacy; Curriculum; Early Adolescents; *Educational Change; Educational Environment; Educational Practices; Knowledge Base for Teaching; *Middle School Students; Middle School Teachers; Middle Schools; Scheduling; Student Centered Curriculum; Student Evaluation; *Student Needs; *Teacher Role; *Teacher Student Relationship

Noting the importance of middle school teachers paying attention to the changes in their students' development, in understanding the challenges that lay ahead of these adolescents, and in listening to what adolescents say, this book describes what middle school teachers should know when teaching early adolescents. The book presents background information on adolescent development, reviews the history of the middle school movement, and presents a model of middle-level reform that changes the way curriculum, instruction, and assessment are viewed. In addition, the book reviews organizational changes in the middle school such as teaming, advisory groups, and flexible scheduling. The chapters are: (1) "You Want To Be

Rochester and Syracuse, New York; St. Louis, Missouri; and Tampa, St. Petersburg, and Orlando, Florida. The schools had received excellence awards, were feeder schools for highly rated high schools, or were in districts widely regarded as successful in their state and region. Information on the middle schools was collected through Web site examination and on-site visits with the principal, staff, and students. Among the main findings of the study are that the grades 6-8 structure was the most common, and almost all schools had a 7-hour day for students. Sixty percent of schools used an 8-period day. Longer instructional periods promoted innovative teaching and reduced discipline problems. There was much variety in how schools incorporated the traditional teacher-based advisory program. Schools found ways to build positive connections between adults and students, including extended off-campus retreats and field trips, service learning, and looping. The vast majority of middle schools organized teachers and students into teams. Team effectiveness was related to common planning time for teachers, team stability, and systematic staff development. Tracking was used frequently, especially in mathematics and language arts. The themes of building trust with staff and creating a shared vision were commonly reported by principals. All the schools had some mechanism of including parents in leading the school. (Contains 24 references.) (KB)

ED 451 931 PS 029 392

Kids Count 01: The Next Generation. A Special Report by Arkansas Advocates for Children & Families.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 71p.; For 1997 Kids Count Data Book, see ED 423 032.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Expenditure per Student; Family (Sociological Unit); Foster Care; Income; Infant Mortality; Infants; Lunch Programs; Mortality Rate; Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Arkansas; Child Mortality; *Indicators; Project Head Start

This Kids Count report details statewide trends in the well-being of Arkansas' children. The report's introduction discusses factors contributing to the need for increased attention to children and families, what voters think about issues affecting children and families, the collection of data, and federal spending in Arkansas. The subsequent statistical portrait is based on the following areas of children's well-being: family life; hunger and nutrition; health and safety; juvenile justice; child welfare; and education. Information and data vary by specific indicator but can include: comparative data going back as far as the mid-1960s, county information and comparisons, and state versus national comparisons. Specific indicators detailed are: (1) child populations; (2) unemployment; (3) poverty rates; (4) average income; (5) single parent households; (6) divorce rates; (7) school lunch and breakfast participation rates; (8) WIC caseloads; (9) summer clear and easily understood budget, identifying tax expenditures and the TANF spending as areas needing to be reported more clearly; and (5) respond to changing circumstances with changes in state funding policies, recommending that the Social Service Block Grant be replaced, after-school options expanded, and the creation of a new funding responsibility for the state general fund by examined. In addition, the report describes key funding sources for children's and families' programs and details the budget development process. The report concludes with a glossary of budget-related terms. (KB)

ED 451 948   PS 029 411

Thompson, Anne, Ed.
Make Kids Count: Giving Babies a Smart Beginning.
PUB DATE- 01
NOTE- 43p.; Funded by St. Luke's Health Initiatives.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Brain; *Day Care; *Early Intervention; *Family Programs; Infant Care; Parent Education; *Preschool Education; Program Descriptions; Public Policy; Young Children
IDENTIFIERS- *Arizona; Brain Development; Day Care Availability; Family Resource and Support Programs; Family Support; Public Awareness

The Smart Beginnings project in Arizona is designed to increase public awareness and parent education about early childhood development and family support resources. The program is intended to identify, link, establish, and expand a public/private family support system and improve the quality and increase availability of infant and toddler child care. This report presents information on the current situation for young Arizona children and their families, discusses the importance of early experience for brain development, and argues that strengthening and expanding the network of resources for parents with young children can improve the health and well-being of the next generation. The sections of this report are: (1) "The Brain," describing early brain development; (2) "Early Childhood in Arizona," discussing the impact of risk factors on young children and describing an inadequate early childhood system; (3) "Goal: Improving the Lives of Young Children in Arizona," presenting the goals of the Smart Beginnings project, describing similar programs in other states, and delineating essential components of a family support system from the prenatal stage to age 3 years; and (4) "Action Agenda: Parents, Community Members, and Policymakers Working Together," detailing how each party can work together to ensure that families are strong and that communities can support families. The report concludes with a challenge for increased commitment to give each Arizona child a smart beginning. (Contains 24 endnotes.) (KB)

ED 451 949   PS 029 412

Newton, Marion F., Ed.
Campus Children's Centers News, 2000.
PUB DATE- 00
NOTE- 50p.; Formerly "Campus Child Care News." Published 3 times a year. For 1999 issues, see PS 029 228. Number 1 issue editors are Vita Bates and Sandi Schwarm; Number 2 issue editors are Fran Roth and Denise Buthion; and Number 3 issue editor is

2,000 surveys, 640 were completed and returned, for a return rate of 32 percent. Survey response data reflected the following findings: (1) less than 5 percent of preschool children were enrolled in all-day preschools, with 50.1 percent enrolled in morning sessions and 45.2 percent in afternoon sessions; (2) most respondents (65.8 percent) rated their children's preschool as excellent; (3) over 60 percent strongly agreed that their children were learning a lot in preschool; (4) 75 percent of parents strongly agreed that their children enjoyed preschool; (5) 55 percent of respondents were employed full-time during 1999-2000; (6) over 90 percent were not enrolled in an academic or training program; (7) 72 percent would use before-school child care and 78.8 percent would use after- school care if offered by the district; (8) almost 80 percent would use full-day preschool if offered; (9) over 67 percent reported actively participating in parent programs; (10) 34 percent planned to enroll another child in the current preschool program for the first time; (11) 9 percent indicated that they planned to enroll another child in a charter school or community-based preschool for the first time; (12) 26 percent planned to enroll their child in kindergarten; (13) the most frequently suggested program improvement was increasing the availability of full-day sessions; and (14) the scarcity of DPS full-day sessions was cited most often as the reason for considering a non-DPS preschool. (A data summary and parent survey responses are appended.) (KB)

ED 451 966   PS 029 429

Isbell, Rebecca; Exelby, Betty
Early Learning Environments That Work.
PUB DATE- 01
NOTE- 377p.; Illustrations by Gary Exelby and photographs by Mike Talley, Susan Lachmann, and Su Lorencen.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Organization; *Classroom Design; *Classroom Environment; Classroom Furniture; Day Care; Early Childhood Education; Educational Equipment; Furniture Arrangement; *Learning Centers (Classroom); Self Evaluation (Individuals); Teacher Role; Young Children

Noting that the early care and education environment is a vital contribution to children's learning, this book examines the early childhood learning environment with the vision of making it a place where young children will be physically, emotionally, esthetically, and intellectually nurtured. The chapters are: (1) "The Power of the Environment and Its Impact on Children"; (2) "Contemporary Childcare Spaces"; (3) "The Teacher's New Role: Designer"; (4) "Principles of Meaningful Environments"; (5) "Aspects of Quality Environments for Children"; (6) "Assessing What You Have"; (7) "Making a Plan That Works for You"; (8) "The Designer's Toolbox"; (9) "Enriching the Environment," including ideas for using displays, planning work and sitting spaces, and growing plants; and (10) "Extending Your Understanding," including classic resources about early childhood environments. Each chapter includes detailed illustrations and photographs to assist teachers in setting up a classroom. The book's 10 appendices include an inventory form, equipment checklist, team inventory, storage ideas, and an anthropometric chart for a child-scaled working and living conditions and social issues, 1989 Oregon reforms of conditions, face-to-face with Mexican immigrant laborers, Mexicans in business and non-agricultural work, and the impact of Mexican immigrant labor on the Mid-Columbia. In a culminating activity, the entire middle school produces a Cinco de Mayo celebration that involves students in art, home economics, drama, and writing and brings Mexican parents into the school as resources. (Contains 22 resources.) (TD)

ED 451 984 RC 022 908

Cowley, Kimberly S.
Fairmont State College GEAR UP Project: Year 2 Baseline Survey (2000-2001).
SPONS. AGENCY- Fairmont State Coll., WV.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; College Bound Students; *College Preparation; *Disadvantaged Youth; Grade 7; Higher Education; *Middle School Students; Middle Schools; Parent Aspiration; *Parent Attitudes; Paying for College; Rural Youth; *Student Attitudes; Student Surveys
IDENTIFIERS- Parent Surveys; West Virginia

In 1999, the U.S. Department of Education funded 21 state and 164 college and middle school partnership grants for Project GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), which encourages disadvantaged youth to prepare for college. As part of its grant, Fairmont State College (West Virginia) surveyed parents and incoming seventh-grade students at 29 primarily rural middle schools to gather baseline information about their perceptions of and aspirations for postsecondary education. Results indicate that students had a generally positive view of their academic abilities and efforts, while parents had a slightly higher perception of their children's efforts. Parent involvement in school-based activities was limited in scope, with more mothers than fathers reporting involvement. Students felt responsible for their own learning, but they did not feel that their learning was interesting or exciting, that they were given the opportunity for exploration or investigation, or that teachers valued their thoughts or feelings. Student and parent aspirations were high with regard to postsecondary education. Students viewed parents and teachers as their best sources of information regarding academic choices, but few parents were familiar with high school graduation and college entrance requirements. Students did not have a real understanding of what was required of them now to begin preparing academically for college. Parents and students perceived financial difficulties to be the biggest deterrent to postsecondary education, and only half believed they would be able to afford college. Recommendations are offered for increasing students' and parents' awareness of and interest in postsecondary education. Appendices present student and parent survey questionnaires. (Contains 17 references, 11 figures, and 3 tables.) (TD)

ED 451 985 RC 022 910

Peevely, Gary; Ray, John R.
The Relationship of Rurality and Education Accountability

problem solving that is culturally situated and based on the lived experiences of the student, cooperative rather than competitive instruction, and time-generous rather than time-driven problem solving. Determination of whether Native American pedagogy and CGI were compatible was dependent upon one teacher's knowledge of both approaches. After participating in two 30-hour CGI workshops, an Oneida kindergarten teacher implemented the approach in her classroom. After reflecting on how Oneida cultural values influenced her teaching and how her teaching corresponded with Native American methods, this teacher identified the commonalities between Oneida/Native American pedagogy and CGI as she understood them. On a nine-item test, the Oneida kindergartners demonstrated a remarkable mathematical problem-solving ability, indicating that CGI is a culturally compatible way of teaching mathematics to Native American children. Appendices present CGI problem types and solution strategies, research documents, analysis of Oneida cultural values, and analysis of teacher interviews and children's solution strategies. (Contains 103 references.) (TD)

ED 452 002 RC 022 939

Damm, Robert J.
Repertoire, Authenticity, and Instruction: The Presentation of American Indian Music in Oklahoma's Elementary Schools. Native Americans: Interdisciplinary Perspectives--A Garland Series.
PUB DATE- 00
NOTE- 142p.; Published by Garland Publishing, Inc., New York, NY.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Culture; Elementary Education; *Elementary School Curriculum; Elementary School Teachers; Multicultural Education; *Music; *Music Education; Music Teachers; *Teacher Attitudes; *Teaching Methods; Textbook Content
IDENTIFIERS- Authenticity; Ethnomusicology; *Oklahoma

This book examines the presentation of American Indian music by elementary music educators in Oklahoma, which has the largest American Indian population of any state. A literature review covers an historical profile of multicultural music education, ethnomusicological studies of American Indian music, dissertations pertaining to American Indian music in the classroom, analysis of American Indian content in general music textbooks, and surveys assessing inclusion of American Indian music in curricula. Music textbook series and supplemental resources are analyzed; tables present data on tribe, music title, context, and format. A survey of 213 elementary music teachers in Oklahoma and follow-up interviews examined their inclusion of American Indian music in the curriculum; the repertoire and teaching techniques they used; and their personal background, training, and Native cultural experiences that influenced their inclusion of American Indian music. About 79 percent of respondents included American Indian music in the curriculum; those who did not cited lack of experience with the music or fear of offending the local Indian population. Inclusion of Native music was not related to percentage of American Indian students in the school or to teacher ethnicity but was related to teachers' experiences with specialized workshops and powwows. Nearly all teachers who included Native music indicated textbooks as their source, but the textbook analysis revealed textbooks' limited authenticity. Appendices contain questionnaires used for the pretest, pilot study, and

ED 452 020 SE 063 775

Di Biase, Warren J.
Mezirow's Theory of Transformative Learning with Implications for Science Teacher Educators.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Constructivism (Learning); *Educational Change; Learning Processes; Problem Solving; *Science Education; *Teacher Education; *Transformative Learning
IDENTIFIERS- *Mezirow (Jack); *Teacher Change

Without teacher change, a successful educational reform is either incidental or superficial. Therefore, it is very important to understand the nature of teacher change for science educators. Mezirow's transformation theory, a constructivist theory, provides a theoretical basis for both teacher learning and teacher change. This paper presents an overview of Mezirow's theory of transformative learning. (YDS)

ED 452 021 SE 063 835

Energy & Environmental Issues Interactive CD-ROM. Version 2.0. CD-ROM .
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 00
NOTE- 0p.; Prepared by Florida State University's Energy & Environmental Alliance.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation Education; *Energy Education; *Environmental Influences; Interdisciplinary Approach; Mathematics; Middle Schools; Optical Data Disks; Science Activities
IDENTIFIERS- *Energy Sources

This CD-ROM presents various energy and environmental topics. "Great Energy Debate" uses video clips to explore the pros and cons of solar, coal, nuclear, and oil energy sources. "Energy Plant Tour" presents a virtual tour through a plant that converts solid waste into energy. "How Stuff Works" explains energy sources, conversions, and equipment using animation. "Slide Show Maker" allows students to create their own slides on energy and environmental issues with pictures from the database. "Energy Exploratorium" includes two interactive sites entitled "Lectric Lounge" and "Road Trip." "Energy Activities" contains print material for middle school students on energy education. (YDS)

ED 452 022 SE 063 889

Blueprint for Success: A Guide for Organizing Energy Units in Your Classroom and Community and Participating in the Youth Awards Program for Energy Achievement. Grades K-12.
PUB DATE- 00
NOTE- 37p.; Updated every August.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Fall 1998 Newsletter of the Mathematicians and Education Reform Forum.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Leadership; Masters Degrees; *Mathematics Education; *Preservice Teacher Education; Professional Development; Program Descriptions

This paper provides information about the design of a mathematics education degree program. One focus of this program is to increase the mathematical knowledge of teachers. Other focuses of the program include current issues in mathematics education and the development of teacher-leaders. Additional discussions about leadership development in mathematics education and benefits for faculty are also provided. (ASK)

ED 452 042 SE 064 571

Martins, Protasio D.; Maldantchik, Carmen; Lemos, Leandro T.; Manoel de Seixas, Jose
A Remote Knowledge Repository System for Teaching and Learning.
PUB DATE- 98
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (ICEE) (Rio de Janeiro, Brazil, August 17-20, 1998). Paper was funded by CNPq, the National Advice of Scientific and Technological Development Foundation, and FUJB, the University Foundation Jose Bonifacio of Brazil.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Engineering Education; Foreign Countries; Higher Education; Interdisciplinary Approach; Internet; *Multimedia Instruction; *Multimedia Materials; *Productivity; *Teacher Student Relationship; Teaching Methods; *Training Methods
IDENTIFIERS- *Federal University of Rio de Janeiro (Brazil)

Changes in the global economy and the extensive use of the internet implied a conceptual redefinition of the working and social structure, and consequently an enhancement of educational systems that instruct engineers. This paper presents a repository of remote multimedia information such as formatted or non-formatted documents, hypertext pages, figures and images. The main goal is to provide an electronic directory to organize knowledge that can be easily accessed to support the elaboration of virtual lessons, seminars, and training courses. The project aims to improve productivity, enhancing communication among students and educators, and providing a common environment in which to place interdisciplinary engineering objects. The proposed system being developed by the Ocean Engineering Department at the Federal University of Rio de Janeiro within the Engineering Education Restructure Project supports distance education and can be used as another learning vehicle. (Author/YDS)

ED 452 043 SE 064 573

Polak, Jaromir
Bachelor Studies in the Czech Technical Universities.
PUB DATE- 98

Blackline Masters. A Web-based bulletin board allows teachers to share experiences and activities. (SAH)

ED 452 064 SE 064 665

Fosnot, Catherine Twomey; Dolk, Maarten
Young Mathematicians at Work: Constructing Number Sense, Addition, and Subtraction.
PUB DATE- 01
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Computation; Elementary Education; Elementary School Mathematics; *Experiential Learning; Mathematics Instruction; *Number Concepts; *Place Value; Problem Solving; *Relevance (Education); Teaching Methods

The first in a three-volume set, this book focuses on young children between the ages of four and eight as they construct a deeper understanding of numbers and the operations of addition and subtraction. Rather than offer unrelated activities, this book provides a concerted, unified description of development with a focus on big ideas, progressive strategies, and emerging models. Drawing from the work of the Dutch mathematician Hans Freudenthal, it defines mathematics as "mathematizing"--the activity of structuring, modeling, and interpreting one's "lived world" mathematically. It also describes teachers who use rich problematic situations to promote inquiry, problem solving, and construction, and children who raise and pursue their own mathematical ideas. Chapters include: (1) "'Mathematics' or 'Mathematizing?'"; (2) "The Landscape of Learning"; (3) "Number Sense on the Horizon"; (4) "Place Value on the Horizon"; (5) "Developing Mathematical Models"; (6) "Addition and Subtraction Facts on the Horizon"; (7) "Algorithms versus Number Sense"; (8) "Developing Efficient Computation with Minilessons"; (9) "Assessment"; and (10) "Teachers as Mathematicians." (Contains 73 references.) (ASK)

ED 452 065 SE 064 666

Gunderson, Kari
An Evaluative Study of the K-8 "Wilderness & Land Ethic" Curriculum.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; Elementary Education; Environmental Education; Science Curriculum; *Student Attitudes; *Wilderness

This study investigates the effectiveness of the U.S. Forest Service's "Wilderness and Land Ethic" curriculum. Students and teachers from three states--Colorado, Minnesota, and Montana--participated in the study. Comparisons were made between grade level, state, and gender to determine any differences. Results indicate that school-based wilderness education curricula can be effective in educating the wilderness visitor on appropriate wilderness behavior. (YDS)

ED 452 066 SE 064 667

National Science Foundation (NSF) and focuses on issues related to the development, dissemination, adoption, implementation, and impact of new instructional materials. The IMD program evaluates products at each step, from product development to classroom use. Instruments are included for evaluating elementary and secondary school science and mathematics materials for classroom use. (Contains 15 references.) (YDS)

ED 452 087   SE 064 712

Kaplan, Rochelle Goldberg
First Graders' Responses to School-Taught Mathematics as a Function of Their Spontaneous Conceptions of Basic Algebraic Relationships.
PUB DATE- 01
NOTE- 56p.; Paper presented at the Annual Meeting of the American Education Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Grade 1; *Mathematics Curriculum; Mathematics Instruction; *Number Concepts; Primary Education
IDENTIFIERS- *Representations (Mathematics)

The rationale of this study is based on the premise that the outcomes of children's learning are specifically shaped by the interaction of their individual cognitive structures with the presentations of curricular content in the classroom. Therefore, since the interpretive tools that children apply to instructional content may vary substantially, even within the same classroom, the representations they construct about curricular content are unlikely to have uniform meaning. Moreover, some of these representations may not necessarily be synchronous with the conceptual learning goals intended by curriculum developers. It falls to teachers, then, to be cognizant of these potential pupil variations in order to adapt curriculum to take into account the ways in which the same seemingly objective content will be interpreted to mean different things to students with different preconceptions. This study examined the ways in which first grade children's spontaneous concepts informed their understanding of school-taught ideas at addressed elements of algebraic reasoning. In particular, the study assessed children's responses to written activities in the school's developmentally sequenced spiraling curriculum as a function of differences in their previous knowledge of equivalence and related concepts. It was predicted that despite common instructional opportunities designed to "draw on the children's rich store of mathematical understanding and information," learning outcomes and modes of representing that curricular content would not be uniform. Rather, they would vary with the quality of spontaneous concepts individual children brought to the learning situation. This study suggests that first grade students with immature spontaneous notions about number tend to attribute static, specific, non-quantitative linguistic meaning to relational concepts in the mathematics curriculum. (ASK)

ED 452 088   SE 064 713

Lee, Sunny S. U.; Fraser, Barry J.
High School Science Classroom Learning Environments in Korea.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the National

Professional Teaching Standards: Implications for Art Teacher Preparation" (Mac Arthur Goodwin); "Effects of School Culture on Art Teaching Practices: Implications for Teacher Preparation" (Kellene N. Champlin); and "Accomplishing Change in the University: Strategies for Improving Art Teacher Preparation" (James Hutchens). (BT)

ED 452 110 SO 032 489

Onwuegbuzie, Anthony J.
Positivists, Post-Positivists, Post-Structuralists, and Post-Modernists: Why Can't We All Get Along? Towards a Framework for Unifying Research Paradigms.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Advancement of Educational Research (Ponte Vedra, FL, November 18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Epistemology; Higher Education; Models; *Qualitative Research; *Research Methodology; *Research Problems; Researchers; Scholarship; *Statistical Analysis
IDENTIFIERS- *Historical Background

Since the latter part of the 19th century, a fervent debate has ensued about quantitative and qualitative research paradigms. From these disputes, purists have emerged on both sides. Quantitative purists express assumptions that are consistent with a positivist philosophy, whereas qualitative purists (i.e., post-positivists, post-structuralists, and post-modernists) reject positivism. The major differences that exist between the two sets of purists are at the level of logic of justification. Unfortunately, much of the quantitative-qualitative debate has involved the practice of polemics, which has tended to obfuscate rather to clarify, and to divide rather than to unite educational researchers. This paper provides a historical background of the quantitative-qualitative debate. Moreover, the paper provides evidence that rejects the assertions of purists on both ends of the epistemological continuum. Further, it contends that a false dichotomy exists between the paradigms. The paper calls for researchers to strive for epistemological ecumenicalism by using mixed methodological approaches. It provides a myriad of reasons and purposes for combining research methods and outlines advantages of this pragmatic approach. (Contains 45 references.) (BT)

ED 452 111 SO 032 544

Brooks, Diane L.
Readings and Activities for Character Education: A Resource Guide for Teachers and Students.
PUB DATE- 01
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Intermediate Grades; Law Related Education; Middle Schools; Reading Comprehension;

EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Area Studies; *Chinese Culture; *Civil Liberties; *Curriculum Development; Foreign Countries; Global Approach; Intercultural Communication; Social Studies; Study Abroad
IDENTIFIERS- *China; *Chinese History; Fulbright Hays Seminars Abroad Program; Globalization

This collection of curriculum projects considers the change and modernization of China. The following 15 projects are in the collection: "Globalization in China" (Allan Cooper); "Religion and Identity in Contemporary China" (Wade H. Dazey); "China and the West: A Global Context for Chinese Immigration to the United States" (Jennifer de Forest); "How Ping Pong Helped Open 'Windows' in China: Images Depicting the History of United States-China Relations since 1970" (Kenneth B. Ebert); "'Regarding the Problem of Newborn Piglets in Winter' by Chen Rong" (Nancy Gannon); "Chinese Impressions" (Michael M. Gunter); "The Opium War: Comparing Competing Historical Narratives" (Pete Hammer); "Human Rights in China" (Ken Hung); "Goals, Objectives, and Assumptions Regarding the Teaching of Intercultural Communication" (Charles Korn); "What's a Person To Think about China?????" (Michael Monley); "China: Population Analysis and Mapping" (Lallie Scott); "China: Tradition and Transformation" (Bonnie Mae Smith); "Analysis of Visuals from China" (Brenda Smith); "Chinese Views on Human Rights" (Stephen Sossaman); and "China: A Population Case Study" (Mack Van Allen). (BT)

ED 452 133 SO 032 705

Conley, Matthew D.; Colabucci, Lesley
None of the Above: Silence and Invisibility in the Lives of Two Gay Educators.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Educational Practices; Educational Research; Elementary Secondary Education; Higher Education; *Homophobia; *Individual Development; Journal Writing; Personal Narratives; Sexual Orientation
IDENTIFIERS- *Homosexual Teachers; *Personal Experiences; Personal Writing; Teaching Perspectives

This paper, via a collection of personal stories, describes two educators' experiences of homophobia in the world of education. The paper uses stories from their experiences as students, teacher candidates, professional teachers, and graduate students. According to the paper, this work is unique in educational research in that it seeks to represent the educators' lived experiences and personal ways of knowing in an authentic, holistic manner. The paper explains that the stories were collected in an investigation of how the educators' personal and professional lives have been shaped by homophobia, sexism, and other oppressive forces. It uses reported speech, available narrative/category-bound activities (c-b-a), evaluation, performance/reenactment, and orientation and frame as specific tools to enable the examination of the meaning and functions of personal narrative in education. It focuses on context as well as text to explore the relationships between

Beckmann and Denise S. Mewborn); and "Outcomes of the Dean's Forum" (Judith Preissle). (Contains 35 references.) (SM)

ED 452 153 SP 039 883

Walker, Nancy T.; MacGillivray, Laurie; Aguilar, Jill A.
Negotiating Higher Education: Latina Teachers' Memories of Striving for Success. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Applicants; College Bound Students; *Cultural Influences; Elementary Secondary Education; Ethnic Bias; Females; Higher Education; *Hispanic Americans; Preservice Teacher Education; Sex Bias; Teacher Attitudes; Teachers; Women Faculty
IDENTIFIERS- *Hispanic American Teachers; *Latinas

Thirteen Latina teachers were interviewed regarding their memories of and experiences with getting into college and getting degrees in education. Data came from the second phase of a 2-year study. In the first phase, researchers examined teachers' early childhood reading experiences. This study used individual interviews and focus groups to explore how respondents decided to go to college, the reaction of family and peers, sources of encouragement, barriers, the application process, and academic and social situations. Results indicated that respondents often encountered rigid gender, ethnic, and cultural expectations in their quest for higher education as well as a lack of institutional support in their university settings. They received support in overcoming challenges from high school instructors, home-school coordinators, college friends, family friends, and siblings. All respondents viewed college as critical to personal and professional success. Although respondents faced resistance from the university, they found support and friendship within the university's Latino culture. (Contains 29 references.) (SM)

ED 452 154 SP 039 884

VanCleave, Janice
Teaching the Fun of Science.
PUB DATE- 01
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Biological Sciences; Earth Science; Elementary Secondary Education; Hands on Science; Physical Sciences; Science Activities; *Science Experiments; *Science Instruction

This book provides opportunities for engaging students in scientific investigations, offering a hands-on approach that encourages students to understand science concepts, gives them ways to apply the concepts, and introduces and reinforces the skills they need to become independent investigators. The basic outline and objectives of each section of the book follow the standards for students age 8-12 years set forth in the National Science Education Standards. Investigations can be adapted for

Teachers: The Oklahoma State University Science Summer Academy, One Successful Design.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Hands on Science; Higher Education; Mentors; Preservice Teacher Education; *Reflective Teaching; *Science Education; Self Evaluation (Individuals); Student Teachers; *Summer Science Programs; Workshops

This paper describes a 3-week summer science academy that helped student teachers experience hands-on, inquiry-based science in a realistic educational setting and promoted reflection. The academy involved master teachers, who oversaw and mentored groups of student teachers, who in turn facilitated integrated, science-based learning experiences with school children. In week 1, master teachers worked with student teachers to develop teaching skills and an understanding of the academy curriculum. During weeks 2 and 3, student teachers taught elementary and middle school students, implementing the academy curriculum they learned during the first week. The remaining time was spent on reflection and preparation.Cohorts met for working lunches, during which mentor teachers modeled the reflection process. Academy staff met after lunch to discuss common issues. A multi-level reflection model was developed using several approaches to elicit reflective thinking from student teachers (reflecting in writing on one's own teaching, cohort-level reflection sessions, and faculty reflection sessions). Data from student teachers' written reflections highlighted several themes: reflection as a self-evaluative/personal growth tool; reflection as part of the academy's community of learners, and reflection as an essential piece of the teaching process. (Contains 13 references.) (SM)

ED 452 174 SP 039 911

Meehan, Merrill L.; Cowley, Kimberly S.; Burns, Rebecca C.
More Is Not Always Better: Comprehensive Evaluation of a Summer Institute on Interdisciplinary Teamed Instruction for School-Level Teams.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Meeting of the American Evaluation Association (Waikiki, HI, November 1-4, 2000). Appendix may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Curriculum Development; *Faculty Development; *Inservice Teacher Education; *Interdisciplinary Approach; Program Evaluation; Rural Schools; Secondary Education; Secondary School Teachers; Self Esteem; Summer Programs; Teacher Collaboration; Teaching Methods; *Teamwork; Workshops
IDENTIFIERS- *Team Building; Virginia

"Build Energy with Colleagues"; (7) "Create Energy Through Learning"; (8) "Take Energy from Assessment"; (9) "Exchanging Energy With Parents"; (10) "A State Gives Energy: The Maine Model"; (11) "A Portrait in Energy: Virginia Secor"; (12) "Energy in the Workplace"; (13) "Principals and Teachers Build Energy"; and (14) "Explore More Lasting Sources of Energy." (Contains references.) (SM)

ED 452 194 SP 039 938

Bastick, Tony
Enculturation and Empowerment in the Subjectivist Classroom.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Biennial Conference of the International Study Association in Teachers and Teaching (9th, Dublin, Ireland, July 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Culturally Relevant Education; Elementary Secondary Education; Foreign Countries; Higher Education; Independent Study; Mathematics Education; Peer Relationship; Preservice Teacher Education; Self Management; Social Influences; *Student Centered Curriculum; *Student Empowerment; Teaching Methods
IDENTIFIERS- *Subjectivity; University of the South Pacific (Fiji)

This paper describes the subjectivist teaching paradigm, which has been introduced into a mathematics education course at the University of the South Pacific. Subjectivism integrates such aspects of current teaching philosophy as lifelong learning through student empowered, self-directed learning. Subjectivism, which is student centered, emphasizes the individual's subjective learning experience by adding feelings, interest, and motivation to enhance cognitive learning in constructivist classrooms. It involves engrossing socially constructed classroom activities to enculturate students into the skills and values of the content subject. Two humanitarian aims of subjectivism are subject enculturation and student empowerment. Subjectivism achieves these aims using similar enculturation processes in classroom activities that children experience in learning their own sociocultural processes and values. Enculturation processes include peer pressure, social recognition, compliance with authority, shared experience, establishing role identity, in-group bonding, and out-group competition. Hence, classroom activities focused on the subject content become authentic living experiences. This paper illustrates how these social constructivist activities, called surface purposes, are designed using three affect-structuring techniques (emotional anchors, motivators, and cognitive direction). It describes empowering enculturating activities that have been successfully used with education students and school children. (Contains 45 references.) (SM)

ED 452 195 SP 039 940

Bastick, Tony
Memorization of Objectives: An Indication of an Individual's Learning Organisation.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Convention of the Western Psychological Association (79th, Irvine, CA, April 29-

ED 452 215 TM 032 500

Poppell, Judith B.; Hague, Sally A.
Examining Indicators To Assess the Overall Effectiveness of Magnet Schools: A Study of Magnet Schools in Jacksonville, Florida.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Magnet Schools; *Parent Participation; *Program Effectiveness; Program Evaluation; School Choice; School Community Relationship; *School Desegregation
IDENTIFIERS- *Duval County Public Schools FL; *Educational Indicators

The effectiveness of the magnet school program of the Duval County Public Schools, Florida, was studied. The magnet schools were established at approximately half of the district's 150 schools as part of a desegregation plan. The schools offered a variety of theme programs. In spring 1998, the program was evaluated by four subcommittees of a steering committee, focusing on: (1) the unique and innovative nature of the program; (2) the achievement of desegregation; (3) academic achievement; and (4) parent and community involvement. The committee found that the number of schools with the "magnet" designation should be reduced, and the focus of the remaining magnets be better defined. Academic achievement for magnet school students was found to exceed that of nonmagnet school students at all levels. Thirty-seven of the district's 78 schools with magnet programs met the minimum desegregation requirements of the court's mandate. Forty-two percent of the elementary magnet schools and 39% of the secondary magnet schools had above-average volunteer participation, and similar percentages had an above-average number of business partners. The obvious success of these programs in the areas of academic achievement and community and parent involvement indicate the benefits to students resulting from parent choice in school selection and assignment. (Contains 14 references.) (SLD)

ED 452 216 TM 032 501

Lanting, Ashley
An Empirical Study of a District Wide K-2 Performance Assessment Program: Teacher Practices, Information Gained, and Use of Assessment Results.
PUB DATE- 01
NOTE- 297p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Teachers; *Inservice Teacher Education; *Literacy; *Performance Based Assessment; Primary Education; Qualitative Research; Scoring; *Test Use
IDENTIFIERS- Grounded Theory

This study used a qualitative research methodology to examine how curriculum. There should also be opportunities for principals to assess themselves. Their self-assessments, other evaluations, and creative thinking should be the basis for planning by the principal. (SLD)

ED 452 236 TM 032 522

Kim, Sooyeon; Murry, Velma McBride; Brody, Gene H.
Studying the Relationship between Children's Self-Control and Academic Achievement: An Application of Second-Order Growth Curve Model Analysis.
PUB DATE- 01
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Child Development; Elementary Education; *Elementary School Students; Longitudinal Studies; *Self Control
IDENTIFIERS- Georgia; *Growth Curve Analysis; Latent Growth

The functional relationships between developmental change in children's self-control and academic achievement were examined using longitudinal family data. Multivariate latent growth models (LGM) were specified to determine whether the rate of growth in academic achievement changes as a function of developmental change in self-control. Data came from the Rural Georgia Single-Parent Family Study for 140, 127, and 124 families, and 114, 120, and 102 teachers. Self-control and academic achievement were significantly associated as indicated by the significant covariance between the variables' initial status. Children who initially displayed better cognitive and behavioral self-control also initially displayed greater academic achievement. Change in these variables over time, however, was not significantly correlated. Measurement invariance was also assessed for the Children's Self-Control Scale (CSC) (L. Humphrey, 1982) and the Woodcock Johnson test. Restrictive models, based on assumptions of equality across both time and raters, yielded adequate model fit. An appendix contains the CSC. (Contains 4 figures, 7 tables, and 22 references.) (Author/SLD)

ED 452 237 TM 032 523

Barnette, J. Jackson; McLean, James E.
Avoiding Decision-Making by Chance: Protecting Effect Size Estimates.
PUB DATE- 00
NOTE- 57p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Bowling Green, KY, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Effect Size; Monte Carlo Methods; *Probability; Sample Size; *Statistical Significance
IDENTIFIERS- *Chance

The probabilities of attaining varying magnitudes of standardized effect sizes by chance and when protected by a 0.05 level statistical test were studied. Monte Carlo procedures were used

Staff in a Kansas school district developed a survey consisting of a comprehensive set of technology integration indicators to provide data to be used in planning group and individual professional development related to the use of educational technology. Surveyed teachers rated themselves on "where I am now" and "where I would like to be." After a pilot test, the revised survey was distributed to the district's teaching staff. Over 75% of the teaching staff responded at the first administration, and at the second administration 1,215 teachers completed the survey (90% response rate). Factor and reliability analyses indicated that the survey was a high-quality instrument that provided information that can be used to design relevant group and individual professional development and to monitor the development of teachers' technology integration skills. The survey is attached as Appendix A. Appendix B contains three tables of weighted scale scores. (SLD)

ED 452 260 TM 032 547

Edlger, Marlow
Assessing State Report Cards on Student Achievement.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary Secondary Education; Reliability; *Report Cards; School Districts; *Student Evaluation; *Test Use; Validity

It is difficult to know the information that should be included on state report cards to enable comparisons among school districts and among different states. There may be many problems with such report cards, ranging from the possibility of computer error to the chance of reporting test scores that are not reliable or valid or the use of tests that do not allow for individual student characteristics and backgrounds. In report cards, as in teacher assessment, it is important to use principles of learning from educational psychology. Many items could be reported, but care is needed to keep the report card from being too big. The report card should contain the data needed to improve educational opportunities for students without relying exclusively on standardized tests with their many documented weaknesses. (SLD)

ED 452 261 TM 032 548

Ediger, Marlow
Building Student Abilities for Test Taking.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability; Academic Achievement; Elementary Secondary Education; *Standardized Tests; *State Standards; *Test Coaching; Test Use

Building student abilities for taking standardized tests has certainly become an issue as testing has become increasingly important in the U.S. educational system. How much emphasis should a school or district place on educating students to do well on such tests? It is certainly possible to spend too much disaggregated by race/ethnicity, gender, and poverty. Test-takers in this sample are very different from test-takers nationally. Six out of ten test-takers were African American or Hispanic in the GCS while in the national sample, six out of ten were White. Furthermore, two-thirds eligible for free lunch in the GCS sample, in contract to one-third nationally. Overall, GCS mean normal curve equivalents (NCEs) were well within the average range. White GCS test-takers outperformed all other urban test-takers and scored higher than the national NCE mean (indicating that urban schools educate students to take the high standards in some circumstances). The achievement gap by race was no worse in the GCS than it was nationally. There was no evidence to support the theory that academic achievement gets worse the longer students remain in school. Achievement gaps between White and non-White urban test-takers were significant. The greater the concentration of poverty in the school district, the lower the student achievement. Document contains 4 tables and 28 figures. Appendices include the following: (1) performance levels for GCS and the Nation, Grades 2-11; (2) Normal Curve Equivalents; (3) Performance Levels; and (4) CGCS Districts tested. (SM)

ED 452 281 UD 034 050

Eisner, Caroline, Ed.
Advancing Excellence in Urban Schools: A Report on Advanced Placement Examinations in the Great City Schools.
PUB DATE- 01
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Advanced Placement; Asian American Students; Black Students; College Preparation; *Equivalency Tests; Excellence in Education; High Schools; Hispanic American Students; Racial Differences; Scores; Sex Differences; Student Characteristics; *Urban Schools; White Students

This is the first comprehensive study to examine Advanced Placement (AP) course-taking patterns and subject test results in the nation's urban schools. This study investigates both Great City Schools' (GCS) AP scores and scores for a national sample of test takers. The GCS data set includes 58 large urban public school districts. The primary purpose of this research, done in collaboration with The College Board, is to examine urban student achievement in the context of high standards. The report analyzes AP examination data on: (1) number of test-takers; (2) race/ethnicity and gender; (3) percentage of test-takers with core or more academic preparation; (4) mean scores on 12 subject tests; (5) mean scores by academic preparation and gender; (6) mean scores of African Americans, Asian Americans, Hispanic Americans, and Whites; (7) scores by household income; and (8) achievement gaps by academic preparation, gender, race/ethnicity, and household income. Data analysis examined biology, calculus AB, chemistry, English language, English literature, physics B, and U.S. history. GCS and national test-takers were more likely to be White than nonWhite. Females were more likely to take exams in subjects requiring extensive reading. Males were more likely to take exams in subjects requiring extensive mathematical skills. Mean subject test scores for GCS test takers were more likely to be below the 3.0 needed for college credit than test takers nationally, whose mean scores were slightly above 3.0. White family income, estimating models that related years of completed schooling to average levels of parental income in early childhood, early middle childhood, preadolescence, and adolescence. Data came from the Panel Study of Income Dynamics (PSID), a longitudinal household survey. This study used sibling data on 1,364 families with children born between 1968-76 and present in the PSID between birth and age at least 20 years. The outcome measure, completed years of schooling, was examined when the child was age 20 years. The income measure was the total pre-tax income of all family members, inflated to 1993 price levels. Results indicated that family income during early childhood positively impacted children's educational attainment. The magnitude of the effect suggested that a 2.7-fold increase in parental income when the child was age 0-4 years led to an increase of about half a year of schooling. Income during adolescence had a positive, but less robust, effect. (Contains 21 references.) (SM)

ED 452 299 UD 034 120

Kling, Jeffrey R.; Liebman, Jeffrey B.; Katz, Lawrence F.
Bullets Don't Got No Name: Consequences of Fear in the Ghetto. JCPR Working Paper 225.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; *Child Safety; Children; Family Life; *Fear; Ghettos; Housing Needs; *Low Rent Housing; Neighborhoods; Parents; *Poverty; Urban Areas; *Violence
IDENTIFIERS- Massachusetts (Boston)

To understand the impact of high poverty neighborhoods on families, researchers collected data from participants at the Boston site of the Department of Housing and Urban Development's Moving To Opportunity (MTO) program, which randomly assigned housing vouchers to applicants living in high poverty public housing projects. This allowed families to move to private apartments, typically in lower poverty neighborhoods. The qualitative fieldwork included observation of Boston's MTO and participant interviews. This work caused researchers to refocus their quantitative data collection on substantially different outcomes, primarily related to safety and health. In subsequent quantitative work, researchers found the largest program effects in the domains suggested by qualitative interviews. The qualitative work led researchers to develop an overall conceptual framework for considering the impacts of impoverished neighborhoods on families and how moves to lower poverty neighborhoods might affect them. They observed that fear of random violence caused parents in inner city neighborhoods to focus significant daily effort on keeping their children safe. Later quantitative research confirmed that the intensity of parental monitoring was reduced among families offered housing vouchers. By listening to MTO families, researchers learned lessons with important implications for housing policy. (Contains 18 references.) (SM)

ED 452 300 UD 034 121

Moore, Mignon R.; Chase-Lansdale, P. Lindsay
Sexual Intercourse and Pregnancy among African-American Adolescent Girls in High-Poverty Neighborhoods: The Role of Family and Perceived Community Environment. JCPR Working Paper 117.

six sessions include: youth preventing violence; preventing gun violence; preventing gang violence; preventing family and dating violence; and the connection between alcohol, drugs, and violence. Contains a resource guide with brief reviews of printed, video, and electronic violence prevention materials. (SM)

ED 452 318　　　　UD 034 142

Ziedenberg, Jason
Drugs and Disparity: The Racial Impact of Illinois' Practice of Transferring Young Drug Offenders to Adult Court. Building Blocks for Youth.
SPONS. AGENCY- Open Society Inst., New York, NY.; Grant (W.T.) Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 15p.; Partners in the "Building Blocks for Youth" initiative are: the Youth Law Center, American Bar Association Juvenile Justice Center, Center on Juvenile and Criminal Justice, Juvenile Law Center, Minorities in Law Enforcement, National Council on Crime and Delinquency and Pretrial Services Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Blacks; *Delinquency; *Hispanic Americans; Juvenile Justice; *Racial Discrimination
IDENTIFIERS- *Drug Trafficking; Illinois (Cook County); *Incarcerated Youth; Juvenile Crime

This report describes the racial impact of Illinois' practice of transferring young drug offenders to adult court. The state's Safe School Zone Act of 1986 and subsequent bills enacted by the legislature provide that youth age 15-16 years charged with drug sales within 1,000 feet of a school or public housing development are automatically prosecuted as adults. The vast majority of public housing is located in Cook County, where 74 percent of Illinois' African American juvenile population lives, and the close proximity of schools and housing projects creates a tight web of places within 1,000 feet of the safe zones. As a result, 99 percent of Cook County youth transferred to adult court for drug crimes are African American or Hispanic, though White youth in the state are just as likely, or more likely to sell and use illegal drugs. This analysis shows that Illinois' automatic transfer laws are depriving minority youth of the chances they could be afforded in the juvenile court system. It focuses on: (1) racial disparities and drug policy; (2) Illinois' automatic transfer law (legislative exclusion of nonviolent youth drug offenders from juvenile courts); (3) the impact of the automatic transfer law in Cook County; (4) the Chicago Reporter/WBEZ analysis of the situation; (5) Cook County Public Defender Juvenile Transfer Advocacy Unit data on the situation; (6) National Corrections Reporting Program data showing that 99 percent of new youth drug prison admissions in Illinois are non-White; and (7) the impact of adult incarceration on youth. (Contains 22 endnotes.) (SM)

ED 452 319　　　　UD 034 143

Richman, Sheldon

"Inequality and the Structure of Labor Market Opportunity," includes: (7) "Racial and Ethnic Differences in Job Searching in Urban Centers" (Luis M. Falcon and Edwin Melendez); (8) "Inequality Through Labor Markets, Firms, and Families: The Intersection of Gender and Race-Ethnicity Across Three Cities" (Irene Browne, Leann Tigges, and Julie Press); (9) "Linking the Multi-City Study's Household and Employer Surveys to Test for Race and Gender Effects in Hiring and Wage Setting" (Tom Hertz, Chris Tilly, and Michael P. Massagli); (10) "Why Opportunity Isn't Knocking: Racial Inequality and the Demand for Labor" (Philip Moss and Chris Tilly); and (11) "Are Jobs Available for Disadvantaged Workers in Urban Areas?" (Harry J. Holzer and Sheldon Danziger). (Papers contain references.) (SM)

ED 452 336 UD 034 163

Fatima, Nasrin
International Female Graduate Students' Perceptions of Their Adjustment Experiences and Coping Strategies at an Urban Research University.
PUB DATE- 01
NOTE- 71p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Coping; Cultural Awareness; Cultural Differences; Decision Making; Ethnic Discrimination; *Females; *Foreign Students; Graduate Students; Higher Education; Limited English Speaking; *Student Attitudes; Urban Schools

This study investigated the perceptions of female international graduate students from non-European countries of their adjustment experiences while studying at an urban research university, identifying coping strategies they used to overcome their problems. Data collection involved focus group interviews that emphasized: why they chose to pursue graduate education at the university; what their experiences had been; their most difficult adjustment problems; how they coped with the problems; and what they thought the university could do to help them with these problems. Common themes that emerged from the data were decision making, language, discrimination, ignorance, coping strategies, and future suggestions. Most women came to the United States because their aspirations had reached a level that could not be satisfied by local opportunities. Problems students encountered included lack of English proficiency, discrimination, and Americans' lack of knowledge about other cultures and countries. Participants coped with problems by finding out which systems worked best for them, then using them to handle their situations. The students wanted their institutions to help facilitate adjustment by focusing on interaction between American and foreign students, discussion forums for international students to share their experiences, and faculty members' understanding of international students' limitations. (Contains 63 references.) (SM)

ED 452 337 UD 034 164

Kuo, Elaine W.
Apart and a Part: The Development of Individual and Group Identity of Asian American College Students.
PUB DATE- 01

enrollment is 22 years of age or less, with thirteen percent less than 18. (JA)

ED 451 854 JC 010 288

Iowa Community Colleges Fall Term 1999 Credit Student Enrollment Report.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Attendance; *Community Colleges; *Enrollment; Enrollment Rate; *Enrollment Trends; Institutional Characteristics; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Iowa

This report provides student enrollment data for Iowa community colleges for fall 1999. Highlights include: (1) community college fall credit enrollment continued to grow, with approximately 59 percent pursuing college parallel program majors; (2) fall term enrollments have grown 29 percent from 49,351 in 1989 to 63,809 in 1999; (3) college parallel program enrollments have grown 51 percent from 24,716 in 1989 to 37,398 in 1999; (4) vocational enrollments have grown 10 percent from 20,298 to 22,355 over the same time period, and career option (programs that prepare students either to enter a vocation or to transfer to a four-year institution), declined 7 percent from 4,337 to 4,052; (5) community college enrollments represent the ethnicity of the citizens of the state as a whole, surpassing in all minority categories their proportional share of the total state population; (6) while 1.71 percent of Iowa's 1990 population is black, 2.69 percent of the fall 1999 community college enrollment reporting ethnicity was black; (7) more than 56 percent of enrollment was female; and (8) approximately 58 percent of community college students were enrolled in arts and science programs. (JA)

ED 451 855 JC 010 291

Lamkin, Anne
International Students at Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Educational Research; Educational Trends; *Foreign Students; *Limited English Speaking; *Student College Relationship; *Two Year College Students; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest focuses on issues surrounding international students in American community colleges. According to a survey conducted in 1996 by the American Association of Community Colleges, 80% of community colleges indicated having international students on campus, and this enrollment is increasing. The Chronicle of Higher Education states that twice as many international students are currently enrolled in community colleges today as

CCC partnership include: (1) to improve the success of community college students in science and math courses; (2) to increase the articulation of students into core science, mathematics, engineering, and mathematics/science teacher education programs at NCSU; (3) to ensure that graduates will be well prepared for the workforce; and (4) to provide comprehensive professional development activities for community college and NCSU science and math faculty. State and local officials expect that CMAST will provide outstanding opportunities for economic, educational, scientific advancements in eastern North Carolina. (JA)

ED 451 875 JC 010 322

Bearings on the Future: The Tidewater Community College Strategic Plan.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Community Colleges; *Educational Planning; Institutional Administration; *Institutional Mission; *Organizational Objectives; Policy Formation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Tidewater Community College VA

This document describes strategic planning at Tidewater Community College (TCC) (Virginia). The TCC strategic plan is the culmination of two years of intensive discussions among the college faculty, students, and board members, as well as the members of the South Hampton Roads community at large. This plan comprises three sections. The first articulates the core values and strategic vision of the college as developed from the strategic planning process. TCC's core values can be summarized as follows: access and successful student achievement; respect for individuality and a commitment to fostering unique strengths in different people; partnership with a range of constituencies; a vital and engaging learning environment; and service and accountability. The second section describes the strategic goals that will guide TCC's planning decisions in coming years. The college has defined five strategic goals: (1) strengthen the quality of the teaching and learning environment; (2) foster the development of the whole student; (3) diversify the funding base of the college; (4) contribute to the sustainable social, cultural, and economic growth of South Hampton Roads; and (5) leverage the benefits of a college that consists of multiple campuses, divisions, and programs. The third section describes some important means and measures the college will apply in achieving these goals. (JA)

ED 451 876 JC 010 323

Administrative Rules of the Illinois Community College Board.
PUB DATE- 00
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board Administrator Relationship; *Board of Education Policy; *College Administration; *Community Colleges; Educational Policy; *State Boards of Education; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

hardest adjustment in the transition to junior high school was the new school routine, followed by adjusting to a new physical environment, and making new friends. Findings indicated that these inner city students were highly involved in the typical activities of early adolescence. Their educational and career aspirations were high. More adolescents involved in extracurricular activities hoped to complete college. Few had violated rules of their community, and all had accomplished something that made them proud. Adolescents who had attended preschool were more likely than those who had not to be proud of themselves for achievement-related reasons and, of those, graduates of child-initiated preschools were most likely to report prosocial reasons for feeling proud. Graduates of teacher-directed, academic early childhood programs had somewhat lower postsecondary aspirations, were less likely to participate in sports, and were the only ones to report intentional violation of community rules. (KB)

ED 451 894 PS 029 338

Fisch, Shalom M.
Transfer of Learning from Educational Television: When and Why Does It Occur?
PUB DATE- 01
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Children; Childrens Television; Cognitive Development; Comprehension; *Educational Television; Generalization; Knowledge Level; *Learning Processes; Learning Strategies; Models; Television Research; Theories; *Transfer of Training
IDENTIFIERS- Cognitive Capacity; Representational Competence

Although numerous research studies have shown that viewing educational television results in significant gains in preschool and school-age children's academic knowledge or skills, there is less consistent evidence regarding transfer of learning, the application of knowledge or skills learned in one context to a new problem or situation. This paper is a first attempt to provide a theoretical basis for transfer from educational television and to describe factors that can be built into educational television programs to maximize the possibility of transfer. The paper takes several factors that are common across many existing theories of transfer and applies them to the context of educational television. In addition, the paper draws upon the literature on children's learning from educational television and on the capacity model, which describes some of the processing underlying comprehension of educational content on television. Three factors viewed as critical to transfer of learning are examined: (1) the viewer's initial learning or comprehension; (2) the nature of the viewer's mental representation of the content; and (3) the transfer situation, the novel problem to which the content is subsequently applied. The paper concludes by asserting that the likelihood with which transfer will occur is a function of the characteristics of the viewer (such as developmental differences in metacognition and ability to draw inferences), the program (such as the distance between the narrative and a What?"; (2) "Understanding the Young Adolescent"; (3) "Influences from the Past and the Present"; (4) "Creating a Safe Haven for Learning"; (5) "Student Designed Curriculum"; (6) "Facilitating Meaningful Learning"; (7) "Assessment that Promotes Active Learning"; (8) "Altering School Structures"; and (9) "Being an Advocate for Young Adolescents." Each chapter contains references. (KB)

ED 451 912 PS 029 372

Working Poor Families with Children: A Statistical Portrait. Child Trends Research Brief.
SPONS. AGENCY- Freddie Mac Foundation, McLean, VA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 5p.; Summarizes "Working Poor Families with Children" (1999) by Richard Wertheimer. Produced with support from the Foundation of Child Development; see ED 429 719.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Comparative Analysis; Day Care; Early Childhood Education; Employed Parents; Family Characteristics; Family Environment; *Family Income; Health Insurance; Parent Education; *Poverty; Welfare Reform; *Working Poor
IDENTIFIERS- Survey of Income and Program Participation

Although having one or more working parents reduces the likelihood that children will live in poverty, it does not provide a guarantee of escaping poverty. This report summarizes results of a project to develop a definition of working poor families and to provide a baseline of descriptive information about them. The primary data sources for the study were the 1987, 1988, and 1990-1993 panels of the Survey of Income and Program Participation, and the Current Population Survey for 1996 and 1997. Working poor families are defined as those in which either two parents worked at least 35 hours per week or a single parent worked at least 20 hours per week and had an income below the federal poverty line. Findings indicated that in 1996, children living in families not meeting the work standard were seven times as likely to be poor as children living in working families. There were substantial differences between working poor families and poor families not meeting the work standard with respect to parent education, home ownership, health insurance coverage, car ownership, and child care costs. The differences illustrate some obstacles to meeting the objectives of welfare reform. There were also important differences between working poor families and more prosperous working families in terms of home and car ownership, paid child care participation, and health insurance. These findings have implications for public policies intended to lift working families with children out of poverty. (KB)

ED 451 913 PS 029 373

Ross, Kate
Help Yourself! Activities To Promote Safety and Self-Esteem.
PUB DATE- 01
NOTE- 155p.; Book is based on CD, "Help Yourself!" by Cathy Fink and Marcy Marxer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

food program participation rates; (10) infant mortality; (11) low birth weight rates; (12) immunization rates; (13) births to unmarried teens; (14) children killed or injured in car accidents; (15) child death rates; (16) teen death rates; (17) juvenile arrests; (18) youth held in jails and detention facilities; (19) delinquency; (20) juvenile cases filed in adult courts; (21) child abuse and neglect; (22) children in foster care; (23) adoption; (24) per pupil spending; (25) public school, private school, and home school enrollment; (26) Head Start enrollment; (27) Pre-K programs; (28) pupil-teacher ratios; and (29) corporal punishment. The report concludes w/county-by-county rates of health indicators for the state. (SD)

ED 451 932 PS 029 393

Morton, Marlys; Schwer, R. Keith; Daneshvary, Rennae; Potts, Robert; Klein, Freda
Nevada KIDS COUNT Data Book, 2001: County, Regional, and State Profiles of Child and Youth Well-Being in Nevada.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Nevada State Legislature, Carson City.
PUB DATE- 01
NOTE- 256p.; Prepared in collaboration with Cooperative Extension, University of Nevada in Reno, the School of Social Work, University of Nevada in Las Vegas, and the Nevada Title IV-B, Family Preservation and Family Support Steering Committee. For the 2000 Data Book, see ED 440 725.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Neglect; Child Welfare; *Children; Comparative Analysis; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Family (Sociological Unit); Infant Mortality; Infants; Juvenile Justice; Mortality Rate; One Parent Family; Out of School Youth; Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Nevada; Project Head Start

This KIDS COUNT data book details statewide trends in the well-being of Nevada's children. The statistical portrait is based on indicators of children's well-being in five areas: (1) health conditions and health care; (2) economic well-being; (3) education and achievement; (4) child and youth safety and welfare; and (5) juvenile justice. The data book begins with an overview and profile of the state demographics, including data on minority populations. The remainder of the report provides specific information on the primary indicators, organized as follows: (1) definition of the indicator and what it measures; (2) research highlights summarizing current research from academic, foundation, and public materials; and (3) related tables and figures listing most recent available data for each indicator, including data for the county and state. Specific indicators examined are: (1) low birth weight babies; (2) infant mortality; (3) teen births; (4) births to women lacking prenatal care; (5) WIC program participation; (6) health care for children and youth; (7) children in poverty; (8) federal program participation; (9) child care; (10) child support; (11) characteristics of formal education; (12) testing, proficiency and college-entrance efforts; (13) high school dropout and

Sherry Cleary.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Campuses; Child Advocacy; Children; Colleges; *Day Care; *Day Care Centers; Early Childhood Education; Federal Legislation; Higher Education; Newsletters; Organizations (Groups); Program Descriptions
IDENTIFIERS- *Campus Child Care; National Coalition for Campus Child Care Inc

This document is comprised of the three 2000 issues of a newsletter disseminating information on the National Coalition for Campus Child Care Centers (NCCCC) and providing a forum for news, research, and information concerning campus child care centers. The February issue contains stories on stress and stress management, teachers' personal renewal, findings of the conference sitting questionnaire, and CCAMPIS child care grants, and information on the NCCCC annual conference. The June issue includes articles on the experiences of a new board member, board candidates' statements, appropriations for the CCAMPIS child care grant program, a profile of the Early Childhood Development Centers at Notre Dame and Saint Mary's College (Indiana), and a project to build communication links between campus-based child care centers. The Fall issue contains stories on federal appropriations for campus child care, and the 2001 NCCCC conference, as well as information on nominating NCCCC director of the year, NAEYC conference sessions presented by NCCCC members, and mentoring student teachers. Regular features include the NCCCC President's column, a column of tips for teachers, profiles of individual campus child care centers, information on NCCCC activities, and job listings. (KB)

ED 451 950 PS 029 413

Elkin, Lorne
Class of '79 Project: Longitudinal Implications of School Entry Variability in Readiness.
PUB DATE- 01
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Educational Attitudes; Elementary School Students; Elementary Secondary Education; Foreign Countries; High Risk Students; High School Students; Learning Readiness; Longitudinal Studies; Outcomes of Education; *Performance Factors; *School Entrance Age; *School Readiness; Student Adjustment; Student Characteristics
IDENTIFIERS- Canada

The Class of 1979 project is a longitudinal study of the consequences and implications of variability in school readiness at the age children enter school. The study followed the development of 129 children since 1979, the year in which they entered Kindergarten. Phase one and two of the research covered the years between 1979 and 1991. Phase three, yet to be initiated, will report on what has happened in their individual and collective lives since leaving high school. Based on the Metropolitan Readiness Test, children were grouped by four degrees of readiness: low (LR), average (AR), high (HR), and variable (VR). The study has since recorded the trajectory of each child's development through archival data, as recorded in school records, through ongoing examination of various environment. (Contains 79 references.) (KB)

ED 451 967 PS 029 430

Schiller, Pam
Creating Readers: Over 1000 Games, Activities, Tongue Twisters, Fingerplays, Songs, and Stories To Get Children Excited about Reading.
PUB DATE- 00
NOTE- 452p.; Illustrations by Richele Bartokowiak and K. Whelan Dery.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; *Emergent Literacy; *Games; Language Experience Approach; *Learning Activities; *Literacy Education; Phoneme Grapheme Correspondence; Preschool Children; Preschool Education; Reading Skills
IDENTIFIERS- *Phonemic Awareness

Combining the language experience approach and phonics instruction, this guide provides parents and early childhood teachers a comprehensive resource for developing a strong foundation for pre-readers. The guide offers over 1,000 activities, games, fingerplays, songs, tongue-twisters, poems, and stories for the letters of the alphabet to develop a child's desire to read as well as the skills needed to begin reading. Following the introduction outlining basic principles of emergent literacy and realistic expectations for ages birth to 3 years, 3 to 4 years, and 5 years of age, the chapters of the book are as follows: (1) "Getting Ready," including listening games, language activities, and tips for reading aloud to children; (2) "Comprehending Stories," including enacting and dramatizing stories, using questions to enhance comprehension, and developing higher level thinking; (3) "Developing Oral Language," including extending and enriching vocabulary, and matching words to thoughts and actions; (4) "Understanding the Functions of Print," including understanding spatial orientation and recognizing part/whole relationships; and (5) "Acquiring Reading Skills," including recognizing sight words and developing phonological awareness. The guide's appendix includes assessment lists, patterns, sequence cards, recipes, games, and a glossary. (HTH)

ED 451 968 PS 029 431

MacDonald, Sharon
Block Play: The Complete Guide to Learning and Playing with Blocks.
PUB DATE- 01
NOTE- 172p.; Illustrations by Katheryn Davis.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Class Activities; Early Childhood Education; Kindergarten; Learning Activities; Learning Centers (Classroom); Parent Participation; *Play; Preschool Curriculum; Student Evaluation; *Teacher Role; Teacher Student Relationship; *Young Children
IDENTIFIERS- *Blocks; Constructive Play; *Play Learning

Based on the view that blocks are a tool that preschool teachers

Outcomes.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Accountability; *Educational Equity (Finance); Elementary Secondary Education; Rural Schools; *Rural Urban Differences; School District Size; School District Spending; *School Districts
IDENTIFIERS- *Tennessee

This paper examines accountability outcomes of Tennessee school districts, comparing rural versus urban districts and litigant versus nonlitigant districts from a 1993 fiscal equity lawsuit. School districts were assigned a measure of rurality using the Cleland Rurality Index, and comparisons were made among the 29 low-rurality districts, 66 moderate-rurality districts, and 43 high-rurality districts. The variables examined were drawn from the Tennessee Accountability Index and included per pupil expenditures, property taxes collected, local-option tax revenues, regular teacher salaries as a percentage of total instructional expenses, average daily membership, and K-5 district achievement in reading and math and value-added achievement. The most-rural districts consistently performed worst on most variables examined. Although litigant districts achieved greater equalization of state funding for local education, their average level of rurality predicted the Accountability Index performance of these districts as a group. Appendices list measures, goals, and weights in the Tennessee Performance Model; present a map depicting rurality of Tennessee counties; and outline 2000 accountability results. (SV)

ED 451 986 RC 022 921

Stephens, Sidney
Handbook for Culturally Responsive Science Curriculum.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 67p.; Some graphics may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Alaska Natives; *American Indian Education; *Culturally Relevant Education; *Curriculum Development; Elementary Secondary Education; Integrated Curriculum; *Science Curriculum; Science Education; *State Standards; Teaching Guides; Yupik
IDENTIFIERS- Alaska; Eskimo Culture; *Indigenous Knowledge Systems; Intergenerational Transmission

The Alaska Science Consortium, the Alaska Rural Systemic Initiative (AKRSI), and the Alaska Department of Education have collaborated on developing standards-based, culturally relevant science curricula that effectively integrate indigenous and Western knowledge. This handbook is designed to assist teachers in developing and teaching culturally responsive science curricula. After an initial explanation of the characteristics, strengths, and difficulties associated with culturally responsive science curricula, the guide suggests that much common ground is shared by traditional Native knowledge and survey. (Contains 108 references, 50 data tables, and an index.) (SV)

ED 452 003 RC 022 940

Trimble, Joseph E., Ed.; Beauvais, Fred, Ed.
Health Promotion and Substance Abuse Prevention among American Indian and Alaska Native Communities: Issues in Cultural Competence. Cultural Competence Series 9. Special Collaborative Edition.
PUB DATE- 01
NOTE- 222p.; For individual chapters, see RC 022 941-947.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indians; Community Health Services; Cultural Awareness; *Cultural Relevance; Health Programs; *Health Promotion; *Prevention; Public Health; *Substance Abuse
IDENTIFIERS- *Cultural Sensitivity

Substance abuse continues to be one of the most damaging and chronic health problems faced by Indian people. American Indian and Alaska Native (AI/AN) substance abuse prevention and treatment programs must be framed within the broader context of the widening health disparities between AI/AN communities and the general population. Successful treatment and prevention of health problems, including substance abuse, must be driven by community needs and blend complementary strategies from Western medicine and traditional healing practices. This collection of works by substance abuse experts and public health researchers explores, within a public health framework, the multiple dimensions of AI/AN substance abuse treatment and prevention from an AI/AN community perspective. Chapters are: (1) "Prevention of Alcoholism, Drug Abuse, and Health Problems among American Indians and Alaska Natives: An Introduction and Overview" (Joseph E. Trimble, Fred Beauvais); (2) "Prevention Principles for American Indian Communities" (James R. Moran); (3) "Worldview, Identity, and Prevention in American Indian Communities" (Grace Powless Sage); (4) "Prevention in Alaska: Issues and Innovations" (Gerald Mohatt, Kelly L. Hazel, Justin W. Mohatt); (5) "Using the Community Readiness Model in Native Communities" (Pamela Jumper-Thurman, Barbara A. Plested, Ruth W. Edwards, Heather M. Helm, Eugene R. Oetting); (6) "Native American Perceptions of the National Association for Native American Children of Alcoholics: In Their Own Words" (Jeannette L. Johnson, Bradford W. Plemons, Edward Starr, Raymond Reyes, Candace Fleming, Anna Latimer, Joseph E. Trimble); and (7) "Do School-Based Drug and Alcohol Abuse Prevention Programs Work in American Indian Communities?" (Fred Beauvais). (Contains references in each chapter.) (TD)

ED 452 004 RC 022 941

Trimble, Joseph E.; Beauvais, Fred
Prevention of Alcoholism, Drug Abuse, and Health Problems among American Indians and Alaska Natives: An Introduction and Overview.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 01
NOTE- 34p.; In: Health Promotion and Substance Abuse Prevention among American Indian and Alaska Native Communities: Issues in Cultural Competence; see RC 022 940.
LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Electricity; Elementary Secondary Education; *Energy; Interdisciplinary Approach; Science Activities; Science Instruction; Science Projects; *Success

A unit on energy is a perfect opportunity to use an interdisciplinary approach with a range of grade levels. This blueprint describes the needs of one such program and covers developmental strategies step by step. Each activity is categorized according to grade level. Topics include: (1) "Getting Organized," which discusses selecting activities and organizing students into groups; (2) "The Science of Energy," which studies energy, its forms, and the transformation of energy; (3) "Sources of Energy," which studies energy sources; (4) "Electricity," which provides information on electricity and electricity generation; (5) "Energy Efficiency and Conservation," which studies how energy is used and energy conservation; (6) "Synthesis, Reinforcement, Extension," which features hands-on activities to reinforce the knowledge students have learned; and (7) "Evaluation and Recognition," in which evaluation strategies are provided. (YDS)

ED 452 023 SE 063 890

Empowerment 2000: Green Schools and Energy-Wise Students Proceedings (Madison, Wisconsin, June 14-16, 2000).
PUB DATE- 00
NOTE- 172p.; Published by the Energy Center of Wisconsin (ECW), Madison, Wisconsin.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Energy Education; Environmental Education; *Hands on Science
IDENTIFIERS- *Energy Consumption; Energy Crisis; Energy Sources

This packet of information was presented at the national forum to showcase energy education initiatives that provide hands-on learning opportunities for K-12 students. This packet contains organization names, contact names, and e-mail addresses for all the exhibitors that participated in the forum. A section of selected print and CD-ROM resources is included along with a listing of plenary sessions. The remaining portion of the packet is divided into two tracks. Track 1 includes all presentations related to energy in the classroom, and Track 2 includes all presentations on building statewide capacity for energy education. (SAH)

ED 452 024 SE 064 368

Marechal, Gilles
Engineers for Rural Development: Europe and Latin America Getting in Tune.
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Engineering Education; Foreign Countries; Higher Education; *Masters Programs; *Rural Development

NOTE- 10p.; Paper presented at the International Conference on Engineering Education (ICEE) (Rio de Janeiro, Brazil, August 17-20, 1998). For full text: http://www.ctc.puc-rio.br/ icee-98/icee/index.htm.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Engineering Education; Foreign Countries; Higher Education; Science Education; *Technical Education; Undergraduate Students; *Universities
IDENTIFIERS- *Czech Republic

Universities are the highest level of the Czech school education system, as well as important scientific institutions that are granted full autonomy under the law. There are five technical universities and one military school with technical courses in the Czech Republic. Until the 1990s, the universities had provided only the five years magister study programs (engineering study), but the first University Law issued after the Velvet Revolution introduced the bachelor's degree. According to the recommendation of OECD, nearly all Czech technical universities have introduced the three-year bachelor study programs. There are two interpretations of them: (1) serial--prerequisite undergraduate programs with the possibility of continuing in a magister degree program; and (2) parallel--completed programs with only basic knowledge acquisition from theoretical subjects but more practical experience acquisition in each course of study. This paper focuses on the latter type and describes the problems with development and implementation of new bachelor study programs and their coexistence with magister study programs at traditional Czech technical universities with the practical placement as a stage of study and with the assertion of non-traditional new graduates in an industry. (Author/SAH)

ED 452 044 SE 064 575

Gomez, Luis Alberto; Lemos, David; Carlos de Souza, Antonio; Speck, Henderson Jose
Virtual Reality in the Teaching of the Technical Drawing.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Graphics; *Design; Higher Education; *Internet; Models; Secondary Education; *Technical Education; *Virtual Reality

This paper proposes the use of the Virtual Reality Modeling Language (VRML) language for teaching technical drawing projections. Three dimensional models and exercises are left to students over the Internet substituting the old wood models in the classroom. An introduction to the VRML language is presented. A detailed description on how models are created and an exercise is shown. (Author/SAH)

ED 452 045 SE 064 576

Cavati, Cicero Romao
An Interactive Computer Aided Electrical Engineering Education Package.
PUB DATE- 98

Borba, Marcelo C.; Scheffer, Nilce Fatima
The Mathematics of Motion, Sensors, and the Introduction of Function to Eight Graders in Brazil.
SPONS. AGENCY- Texas Instruments, Inc., Dallas.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Paper is part of a research project named "Pensamento Matematico, Computadores e Outros Meios de Comunicacao' which is sponsored by CNPq (the National Advice of Scientific and Technological Development Foundation) and developed by GPIMEM (Research Group on Technology and Mayhematics Education). The presentation of this paper at the AERA-2001 was sponsored by FAPESP.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Technology; Foreign Countries; Grade 8; *Graphing Calculators; Inquiry; Junior High Schools; Mathematics Instruction; *Motion
IDENTIFIERS- *Brazil; Calculator Based Laboratories; *Representations (Mathematics)

This paper describes how 8th grade students are using CBR, a motion detector linked to a graphing calculator, as a way of generating mathematical ideas regarding the motions concepts that surround their action. Students were previously introduced to the calculators in the classroom and teaching experiments were then carried out afterwards with a few pairs of students as a means of studying students' narratives as they faced the designed tasks. Students connected their body expressions to the Cartesian graphs generated by the motion detector. Discussion related to geometry, kinesthetic action, and functions emerged in student narratives. Data are presented based on the video-taping conducted throughout the teaching experiments and analysis developed with the help of GPIMEM, the research group. Results suggest that the use of the sensor can expand what has been labeled the epistemology of multiple representations. A theoretical view based on the notion of humans-with-media is sketched. (Contains 20 references.) (Author/ASK)

ED 452 067 SE 064 668

Tirri, Kirsi
Actualizing Talent in Science: Case Studies of Finnish Olympians.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Case Studies; Chemistry; *Females; Foreign Countries; Mathematics Education; *Olympic Games; Physics; Science Education; *Sciences; Sex Differences
IDENTIFIERS- *Finland; *Women in Science

This paper discusses the critical events in the personal and professional lives of Finnish Olympians that have helped them to actualize their talent in science. The data include quantitative data from 158 Finnish Olympians in math, physics, and chemistry. The qualitative data include twelve in-depth interviews of these Olympians and their curricula vitas. Half of these interviews (N=6) are with female Olympians who have

Association of Research in Science Teaching (St. Louis, MO, March 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Educational Environment; Foreign Countries; High Schools; Integrated Curriculum; Science Education; Surveys; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *South Korea

This paper reports on an investigation examining science classrooms in Korea from two perspectives: constructivism and student-teacher interaction patterns. The constructivist Learning Environment Survey (CLES) and the Questionnaire on Teacher Interaction (QTI) were used to obtain comprehensive information on science classroom environments. The study involved 10th and 11th grade students from three different streams, 145 grade 11 students from the humanities stream, 195 grade 11 students from the science-oriented stream, and 99 grade 10 students from the science-independent stream. Results indicate distinctive perceptions depending upon which stream students were members of. (Contains 41 references.) (YDS)

ED 452 089 SE 064 714

Lee, Sunny S. U.; Fraser, Barry J.
The Constructivist Learning Environment of Science Classrooms in Korea.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Australasian Science Education Research Association (31st, Fremantle, Western Australia, June 29-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Foreign Countries; High School Students; High Schools; Science Education; *Student Attitudes; *Student Evaluation of Teacher Performance; Surveys; *Teaching Methods
IDENTIFIERS- *Learning Environment; South Korea

The purpose of this study was to investigate Korean high school students' perceptions about their science classrooms, focusing especially on the notions of constructivism. This study is one of the few, which has used the Constructivist Learning Environment Survey (CLES) in an Asian country. The study involved 439 high school students from 3 different streams, 145 from the humanity stream, 195 from the science-oriented stream, and 99 from the science-independent stream. The validity and reliability of the CLES were confirmed when used with Korean students. Associations between classroom environments and student attitudes were found. When the perceptions of students from the three streams were compared, it was found that students from the science-independent stream perceived their classroom environments more favorably than did students in the other two streams. Interviews with students revealed that students interpreted items in the Critical Voice and Shared Control scales of the CLES in ways that were not intended by the researcher. (Contains 24 references.) (ASK)

ED 452 090 SE 064 715

Remote Sensing: The View from Above. Know Your Environment.

Social Studies; *Student Development
IDENTIFIERS- *Character Development; *Character Education

This resource guide, for teachers and students in the upper elementary and middle school grades, has been developed in response to the nationwide interest in asking schools to play an active role in preparing students to become informed and responsible citizens. The guide is divided into seven sections, one for each character trait: Caring, Civic Virtue and Citizenship, Honesty, Justice and Fairness, Respect, Responsibility, and Trustworthiness. Each section begins with a definition and discussion of its respective trait. This is followed by student activities, which can be used with lesson plans for history, civics, literature, reading, or science. The activities include reflection and individual writing, small cooperative group projects, whole-class discussion, homework, community-based/service learning projects, assessment, and extension for student proficiency. Following the activities are several readings from Cobblestone Publishing magazines. Each article or group of articles has a corresponding page of reading comprehension questions. Appendix A contains a selected and annotated list of readings that support character education, Appendix B outlines principles of effective character education, and Appendix C lists helpful organizations and publications. (BT)

ED 452 112 SO 032 548

Visible Traces. Teacher's Guide.
PUB DATE- 00
NOTE- 110p.; Classroom Kit includes poster and Teacher's Guide. Poster not available from ERIC. "Visible Traces" exhibition, on which this document is based, is a collaborative effort of the Queens Borough Public Library and the National Library of China, is funded by The Henry Luce Foundation, The E. Rhodes and Leona B. Carpenter Foundation, Himlalya Foundation, and the Decentralization Program of the New York State council on the Arts, administered by the Queens Council on the Arts.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; *Chinese Culture; Curriculum Enrichment; Foreign Countries; *Geographic Regions; Ideography; Interdisciplinary Approach; *Non Western Civilization; Secondary Education; Thematic Approach; *World History
IDENTIFIERS- *China; *Chinese Art; Chinese Civilization; Historical Background

This teacher's guide is based on the exhibition, "Visible Traces: Rare Books and Special Collections from the National Library of China," a collaborative effort of the Queens Borough Public Library and the National Library of China; it links rare treasures from the National Library of China to curriculum standards. The following themes are explored in this guide: "Traces of Boundaries: Mapping One's Place in the World"; "Traces of Ideas: Communicating through Writing and Technology"; "Traces of Belief: Making Values Tangible through Word and Image"; "Traces of Identity: Reflecting Diversity through Language and Writing"; and "Traces of the Self: Expressing Individuality through Poetry and Calligraphy." Each theme-based chapter consists of an introduction, one or two background essays, and two or three classroom activities. The chapters' introductions focus on the objects from the exhibition, while the essays explain the larger historical the narrative and the event and to examine the interactions of speakers and listeners. These tools and modes of analysis lead the two educators to look at the juxtaposition of "taleworld" and "storyrealm." (Contains 26 references.) (BT)

ED 452 134 SO 032 706

Potter, Ellen F.; Edens, Kellah M.
Children's Motivational Beliefs about Art: Exploring Age Differences and Relation to Drawing Behavior.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Art Products; *Beliefs; *Childhood Attitudes; Educational Research; Elementary Education; Freehand Drawing; *Goal Orientation; *Individual Development; Student Behavior
IDENTIFIERS- Self Report Measures

The importance of maintaining students' interest in art is underscored by the decline in both self-confidence and interest in art that children commonly begin to display during middle childhood. This study explored developmental differences in art motivation, investigating whether the expected decline could be explained by changes in beliefs regarding art similar to changes in beliefs observed in many academic areas. The study also examined whether motivational beliefs are associated with the quality of work children produce and with the behaviors they display in art classrooms, as in other areas. The study's primary theoretical perspective is goal orientation theory, which distinguishes between "performance" or ego goals and "mastery" or task goals. A second and related theoretical perspective is used, Dweck's (1999) entity/incremental theory, which asserts that some individuals believe their abilities in an area are fixed, traitlike entities that cannot improve, while others believe their skills can improve with effort, practice, and instruction. Subjects, 48 kindergarten through fifth grade students from the southeastern United States, participated during their regularly scheduled art class, completing a self-report inventory constructed for the study. The study examines relationships among the students' reports of their (1) performance and mastery goals; (2) view that their art ability can improve; (3) reported use of good art strategies; (4) belief that they are good at art; and (5) belief that art is enjoyable and important. It also examines the relationships between these beliefs and rated quality of art work and behavior during art class. (Contains 3 tables and 17 references.) (BT)

ED 452 135 SO 032 707

Arostegui, Jose Luis
Democracy and Curriculum: How Students Take Part in Music Classroom.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). This article is based on the author's doctoral dissertation entitled: "Democracia y Curriculum: la

students of different grade levels by increasing or decreasing the amount of information given. The book is organized into four sections addressing the scientific method and the three branches of science (physical science, life science, and earth and space sciences). Each of the latter three sections and the subsections within them open with a brief introduction identifying general objectives. Together they comprise a total of 75 investigations for students. Each investigation is accompanied by an overview with tips for teaching. Investigations follow a general format: purpose, materials, procedure, results, and why. Measurements used in the procedures of the investigations, as well as in the overviews, are given in English units with approximate metric equivalents in parentheses. (SM)

ED 452 155   SP 039 885

McCoy, Leah P., Ed.
Studies in Teaching 2000 Research Digest. Research Projects Presented at Annual Research Forum (Winston-Salem, North Carolina, December 2000).
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Academically Gifted; Algebra; Cheating; Chemistry; Codes of Ethics; Concept Teaching; Controversial Issues (Course Content); Cultural Education; Educational Attainment; English; Ethnicity; Heuristics; *High School Students; *High Schools; Inclusive Schools; Listening Skills; Literature; Mainstreaming; Mathematics Education; Mathematics Instruction; Multimedia Instruction; Multiple Intelligences; Parents; Political Attitudes; Questioning Techniques; Reader Response; Science Education; Second Language Instruction; Secondary School Teachers; Sex Differences; Social Studies; Spanish; Student Attitudes; Student Evaluation; Student Motivation; Teacher Attitudes; Teacher Studen Concept Acquisition
IDENTIFIERS- Concept Acquisition

This collection of papers includes: "Cheating: Ethics and Honor of High School Students" (Nick Bender); "Assessing Listening Proficiency in High School Spanish Classes" (Michelle Bennett); "Multiple Intelligences, Assessment and Achievement in Traditional High School Classes" (Kathryn Byrnes); "Who Wants To Be a Scientist? An Investigation of High School Student Attitudes Toward Science" (Amaris Carr); "Multimedia in High School English Classes and the Perceived Effects on Student Learning" (Mindi Fry); "Making Tracks: Honors and Standard Classes" (Elizabeth Godsey); "Teaching Spanish to Exceptional Children" (Shearon Green); "The Success of Teaching the Concepts of Evolution: The Effect of Concept Integration on End-of-Course Exam Scores" (Kathryn Horne); "Teachers' Perceptions on Teacher/Student Relationships in the Classroom" (Brenda Mock Kirkpatrick); "No Wrestling Allowed: Teaching Controversial Context in High School Social Studies" (Akwete McAlister); "How High School English Teachers Facilitate Classroom Discussion about Literature" (Melissa McCabe); "Is the Number of Heuristic Devices Employed by High School Students Related to Their Success in Answering Algorithmic and Concept Oriented Chemistry Problems?" (Jennifer McCluan); "Changes in Attitudes: Do a Student's Attitudes Concerning Chemistry Change After Exposure To Some Basic Chemistry Demonstrations?" (Janis McDonald);

The Interdisciplinary Teamed Instruction (ITI) project investigated the effects of interdisciplinary, teamed instruction on secondary school teaching and learning. It examined the effectiveness of a professional development model that facilitated the development, implementation, and evaluation of ITI. Through summer institutes and onsite workshops, project staff provided training, resources, and ongoing technical assistance to teams of teachers and administrators. Teams designed and tested integrated curricula that incorporated learning activities and alternative assessments; conducted collaborative action research to determine the effectiveness of units; and redesigned units using feedback from key stakeholders. Three summer institutes were held to help teacher-administrator teams build capacity for collaboration and interdisciplinary teamed instruction. One institute helped teams design integrated units, plan learning activities and assessments, and present their units. Researchers evaluated the institute's processes, outcomes, and products via questionnaires, observations, interviews, reflective assignments, feedback forms, oral evaluation feedback, and ratings of participants' presentations. Overall, the summer institute affected teacher self-efficacy, decision making, impact, and autonomy in scheduling. Its greatest impact was on collaboration, cooperative learning, assessment rubrics, multiple intelligences, and team building. Participants were very positive about the institute, which strengthened their belief in and commitment to ITI concepts and practices. (Contains 14 references.) (SM)

ED 452 175 SP 039 912

Gooler, Dennis; Kautzer, Katherine; Knuth, Randy
Teacher Competence in Using Technologies: The Next Big Question. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Educational Policy; *Educational Technology; Elementary Secondary Education; *Faculty Development; Knowledge Base for Teaching; *Teacher Competencies; Teaching Skills
IDENTIFIERS- Pacific Region; Teacher Knowledge

This policy brief focuses on teacher competence in using technologies in the Pacific region, identifying key policy issues that must be addressed if teachers are to be prepared to capitalize on the investments being made in technology at the local and entity level. Section 1 focuses on what teachers must know and do in order to effectively use technologies and improve student learning (teacher knowledge, skills, and behaviors). Section 2 looks at formal and informal approaches to help teachers gain the knowledge and skills they need to use technologies (e.g., conferences, workshops, courses, action research, study groups, distance learning, professional development embedded in practice, mentoring, and teacher networks). General characteristics of effective professional development are noted (e.g., a focus on enhancing student achievement, teacher participation in decision making about professional development design and delivery, and evaluation which ensures that each activity meets the learning needs of its participants). Section 3 considers what policy issues must

May 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; *Course Objectives; Foreign Countries; *Learning Strategies; *Memorization; Recall (Psychology); Secondary Education; Secondary School Students
IDENTIFIERS- Fiji; *Learning Patterns

This study investigated whether stating the instructional objectives at the beginning of instruction would help students structure their own learning. Data came from 24 lessons taught by 13 secondary school teachers to 684 urban and rural adolescent students. Teachers taught different subject lessons in different classes. Students were exposed to four appropriate instructional objectives for one-third of each lesson. They were encouraged to use the objectives by being told that they were for that lesson. However, one randomly positioned objective was not used in that lesson. At the end of each lesson, students were asked to recall the four objectives and identify which one was not used. Of the 235 students who remembered all four instructional objectives, 70 could not identify which instructional objective had not been used. The results suggest that memorization of all four objectives, without the ability to identify which one was not used during instruction, indicates that the instructional objectives were not being used as advance organizers for instruction by those 70 students with the highest recall ability. (Contains 40 references.) (SM)

ED 452 196 SP 039 941

Bastick, Tony
Subjectivism: A Learning Paradigm for the 21st Century.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual North American Conference on the Learning Paradigm (3rd, San Diego, CA, January 9-12, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; College Students; *Constructivism (Learning); Culturally Relevant Education; Elementary Secondary Education; Foreign Countries; Higher Education; Independent Study; Peer Relationship; Self Management; Social Influences; *Student Empowerment; Teaching Methods
IDENTIFIERS- *Subjectivity; University of the South Pacific (Fiji)

This paper describes subjectivism, a new learning paradigm that incorporates successful pedagogic practices from the past into an affect-structured constructivism. Its two goals are student empowerment and subject enculturation. Student empowerment is achieved by designing learning for success so students can take credit for and feel confidence from this success. Subject enculturation attaches professional attitudes, appreciation, and guiding values to the course content. Examples of enculturation processes include peer pressure, social recognition, compliance with authority, shared experience, establishing role identity, in-group bonding, and out-group competition. Student empowerment develops autonomous and self-directed learning. Surface purpose activities (social constructivist activities) use affect-structuring techniques to four primary teachers used a district literacy performance assessment. Data were collected through observations, interviews, and documents. Grounded theory and NUD*IST software were used for text analysis and theory building. Findings show that a theory-grounded teacher-empowered K-2 performance assessment program accompanied by the school district's low level of interference could interact very well with teachers' high ethical standards on assessments. When the in-service training was voluntary, teachers did not spontaneously practice comprehended portfolio use or students self-assessment, but rather relied on observation and interview. Rubrics seemed to work as conceptual frameworks for data collection and evaluation, and teachers usually grounded their evaluations on evidence. Dimensional scoring and flexible marking across proficiency levels were implemented, and teachers appeared to focus on student strengths. The information obtained from the literacy assessment was criterion referenced and individualized. Teachers did not use normative language when commenting on student performance. Assessment results were generally used to keep track of student performance and to provide remedial teaching, but there seemed to be a gap between assessment results and corresponding pedagogical strategies. It is recommended that performance assessment programs be accompanied by teacher in-service education on repertories of instructional strategies, but it is not clear whether teacher involvement in rubric development and peer discussions would make assessment results more instructionally useful. Eight appendixes contain supplemental material and some of the documents used in the study. (Contains 3 tables and 79 references.) (SLD)

ED 452 217   TM 032 502

Speas, Carol
WCPSS Grades K-5 Literacy and Mathematics Assessment Results, 1999-2000. Measuring Up. E&R Report.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Students; *Literacy; *Mathematics Achievement; *Primary Education; State Programs; Student Evaluation; *Test Results; *Testing Programs
IDENTIFIERS- *Wake County Public School System NC

The document presents the results of state mandated assessment in the primary grades in the Wake County Public Schools, North Carolina. The North Carolina State Board of Education has mandated that school districts implement assessments at kindergarten, first, and second grades using state-developed materials, adaptations of those materials, or unique assessments adopted by local school boards. The assessments will be required in all school districts during the 2000-2001 school year, but the Wake County Public Schools had chosen to adapt state assessment material as early as 1995. More kindergarten students in 2000 (37%) than in 1999 were beyond the early-emergent/emergent reading stage by the end of the year, but almost one quarter of both kindergarten and first grade students and one-third of second graders were identified as in need of extra reading support at the next grade level. Fewer students were identified as needing extra support in writing. Slightly fewer kindergarten students in 2000 (11%) than in 1999 remained at the pre-emergent stage of mathematics to generate standardized effect sizes in a one-way analysis of variance situation with 2 through 5, 6, 8, and 10 groups with selected sample sizes from 5 to 500. Within each of the 91 group and sample size configurations, 100,000 replications were generated from a distribution of normal deviates. For each data set, the effect size was computed along with a statistical test of the hypothesis at the 0.05 level. For each n/k combination, the proportion of effect sizes exceeding 0.1 to 2.0 in increments of 0.1 was computed for all cases and for those cases where "the no difference hypothesis" was rejected. There were trends that were common across all configurations. As the magnitude of effect size increased, the probability of getting such a difference by chance decreased, as would be expected. Within a given number of samples situation, as sample size increased, as expected, the probability of getting such a difference by chance decreased. Within a given sample size, as the number of groups increased, the probability of getting such a difference by chance increased. Another finding that was consistent across all configurations was that the significance test protected effect size probability was always equal to or less than the unprotected probability, in some cases dramatically so. It was clear that the addition of the significance test reduced the probability of finding a seemingly large effect size by chance. Such a protected effect size indicator could be an answer to the arguments posed by both those who protest against the use of the significance test and those who propose its use in judging the magnitude of an observed effect. (Contains 15 tables, 14 figures, and 43 references.) (Author/SLD)

ED 452 238   TM 032 524

Prasad, V. S.; Rausaria, R. R.; Lele, Nalini A.; Bhushan, Bharat
Performance Indicators in Distance Education: National Seminar Report, 1996 (New Delhi, India, July 3-4, 1996).
PUB DATE- 99
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Distance Education; *Educational Planning; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Performance Based Assessment
IDENTIFIERS- *India; *Performance Indicators

The papers from this seminar focused on the role of performance indicators in distance education, particularly the planning, development, production, and distribution of performance indicators. The papers are: (1) "Inaugural Address" (G. Dhanarajan); (2) "Presidential Address" (R. G. Takwale); (3) "Performance Indicators in Distance Education: A Look at Levels of Analysis" (R. V. R. Chandrasekhara Rao); (4) "Performance Indicators in Higher Education" (K. B. Powar); (5) "Performance Indicators in Distance Education Self-Clarification Exercise" (V. S. Prasad); (6) "Ensuring Quality in Conventional and Distance Education" (A. S. Nigavekar); (7) "Accreditation: A Hallmark in Technical Education" (M. U. Deshpande); (8) "Quantitative Approaches Towards Quality, and Its Performance Indicators" (M. M. Pant); (9) "Rapporteurs' Report" (C. Pushpa Ramakrishna); (10) "Planning Academic Programmes: Some Reflections" (C. R. Pillai); (11) "Performance Indicators in Distance Education: Development of Curriculum and Learning Materials" (Santosh Panda); (12) "Performance Indicators in Student Support Services" (P. K. Mehta); (13) "Performance Indicators for Student Registration and Evaluation" (D. C.

school time learning to take tests, and the time for test preparation can certainly detract from other activities and experiences in the school curriculum. It is also possible to spend a great deal of money on test preparation materials that may prepare a student for a test that is not really relevant to the curriculum or to what he or she should be learning. States should make certain that they are using a good product as part of a state assessment program, and then they should ensure that schools are adhering to the state standards or objectives of instruction in teaching and learning. States have an obligation to make pilot studies of the tests they develop, just as they need to evaluate the chances of computer glitches in test scoring. The test results from students should be used to improve instruction and to improve the state standards. (SLD)

ED 452 262 TM 032 549

Ediger, Marlow
Problems in Grading Based on Testing University Students.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *College Students; *Educational Technology; Grades (Scholastic); *Grading; Higher Education; Reliability; Test Items; Validity

To assure the fair and honest grading of student achievement, validity and reliability are key to writing test items. Clarity in writing each item is essential. Multiple procedures of assessing the achievement of university students should be implemented, and instructors and professors should be held accountable for the fair and honest grading of student achievement. Input from students is important in assuring a fair test, and educational technology should be used to improve the testing process when possible. (SLD)

ED 452 263 TM 032 550

Ediger, Marlow
Grade Inflation in Higher Education.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; *Grade Inflation; *Grading; Higher Education; Statistical Distributions

The topic of grade inflation, the awarding of too many "A's" and "B's", is frequently mentioned in the literature on higher education. Many educational philosophies have suggested ways to evaluate students fairly. Some professors have used the bell-shaped curve as a model, giving grades according to the normal distribution curve regardless of the quality of students in the class. There are many reasons why this does not work well, and the practice may result in too many students getting poor grades. Portfolios have become an increasingly common way to evaluate the achievement of college students. As a purposeful collection of knowledge and products or skills of the student, the portfolio may contain several types of materials. They have the advantage of revealing connections to what has been learned, rather than the demonstration of achievement in students were most likely to outperform all other students. Mean AP subject test score differences were greater between Whites and African Americans than between Whites and Hispanics. Most test-takers had core or more academic preparation. Students with such preparation outperformed those with less preparation, though White students in GCS and nationally with less than core preparation scored better in all subjects than Hispanics and African Americans who took core courses. Household income affected AP subject test performance. Document includes 4 tables and 73 figures. Appendices include: (1) Description of Advanced Placement Subject Tests; (2) Advanced Placement Examination Scoring Levels and College Credit; (3) Definition of "Core" and "Less than Core" Academic Preparation; and (4) Great City School Districts. (SM)

ED 452 282 UD 034 051

Eisner, Caroline, Ed.
A Decade of ACT Results in the Nation's Urban Schools, 1990-1999: A Report on Urban Student Achievement and Course Taking.
PUB DATE- 01
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Asian American Students; Black Students; *Courses; High Schools; Hispanic American Students; Poverty; Racial Differences; *Scores; Sex Differences; Standardized Tests; Student Evaluation; *Urban Schools
IDENTIFIERS- *ACT Assessment; *Course Taking Patterns

This report summarizes ACT assessment scores of students attending Great City Schools (GCS) between 1990-99, examining achievement gaps by course preparation, race, gender, and poverty. Data included ACT composite scores and scores in English, reading, math, and science reasoning. The total number of ACT test-takers increased nationally by 20 percent. GCS test-takers increased by 16 percent. About 71 percent of GCS test-takers were minorities, and 62 percent were female (similar to national percentages). The average ACT composite score (18.9) in the GCS did not change between 1990 and 1999; the average ACT composite score nationally increased from 20.6 to 21.0. The percentage of GCS test-takers who had taken a core academic sequence of courses increased significantly. Average ACT composite scores ranged from 17.5 percent in the most impoverished GCS districts to 20.7 percent in the least impoverished districts. Average GCS composite test scores increased among all groups except Asian Americans and Mexican Americans. Achievement gaps between White and African American GCS students were similar to national gaps. ACT content scores and composite scores differed by race/ethnicity. GCS females scored higher in English and reading, and males scored higher in math and science reasoning. The fastest improving GCS districts between 1990-99 were New York City, Pittsburgh, Mesa, St. Louis, and Anchorage. Document includes 54 figures and the following appendices: (1) Definition of "Core" and "Less than Core" Academic Preparation; (2) Number of Students Tested by GCS District; and (3) Primary Test for College Placement by GCS District. (SM)

ED 452 283 UD 034 052

Eisner, Caroline, Ed.

SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.; Chicago Health Policy Research Council, IL.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 99
NOTE- 32p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research on Adolescence (7th, San Diego, CA) and at the Annual Meeting of the Population Association of America (New York, NY). Also sponsored by the Harrison Steans Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Blacks; Community Characteristics; Family Influence; *Females; Neighborhoods; Parent Child Relationship; *Poverty; *Pregnancy; Secondary Education; *Sexuality; Socialization; Urban Areas
IDENTIFIERS- *African Americans

This study used data from a random sample of African American families living in poor urban communities to examine: how well socialization, supervision, and marital transition hypotheses explained the relationship between family structure and the probability of sexual debut and pregnancy for African American adolescents in disadvantaged neighborhoods; how the quality of the parent-child relationship related to the probability of initiating sex and experiencing a pregnancy for girls in these neighborhoods; and, given a context of structural disadvantage, the extent to which an individual's ability to participate in socially organized aspects of her community correlated with delayed sexual activity. Surveys of and interviews with teens and their parents indicated that there was limited support for socialization, supervision, and marital transition hypotheses as explanations for the probability of sexual debut and pregnancy. Stronger parent-child relationships related to delayed sexual onset but did not relate to pregnancy experience. Adolescents' perceptions of social support and cohesion among neighborhood adults related to a decreased probability of pregnancy, while the odds of pregnancy were higher for teenagers with no working adults in their social networks. (Contains 64 references.) (SM)

ED 452 301 UD 034 122

Ludwig, Jens; Duncan, Greg J.; Hirschfield, Paul
Urban Poverty and Juvenile Crime: Evidence from a Randomized Housing-Mobility Experiment.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; William T. Grant Foundation, Washington, DC. Commission on Youth and America's Future.; Department of Housing and Urban Development, Washington, DC.; Georgetown Univ., Washington, DC.; Andrew W. Mellon Foundation, New York, NY.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Blacks; *Child Safety; *Crime Prevention; *Delinquency; Ghettos; Housing Needs; Low Income Groups; *Poverty; Relocation; Urban Areas; *Violence
IDENTIFIERS- Arrest Records; Maryland (Baltimore)

This paper uses data from a randomized housing-mobility experiment to study the effects on juvenile crime of relocating families from high- to low-poverty neighborhoods. Since 1994,

Parent Power: Why National Standards Won't Improve Education.
Policy Analysis No. 396.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Accountability; Educational Improvement; Educational Quality; Elementary Secondary Education; *Federal Government; Government Role; *National Standards; *Parent Participation; Politics of Education

President George W. Bush has unveiled an activist education plan that requires states to improve their worst schools or face sanctions from the federal government. The plan would tie Title I money to the states' adopting "clear, measurable goals focused on basic skills and essential knowledge" and testing children every year in grades 3-8. Meanwhile, the federal government would expand its own national test to check up on the states, resulting in a de facto federal curriculum. While Bush insists that accountability is the key to improvement, this paper argues that giving more power to the federal government is not the solution. , Rather, the paper suggests that what America needs is the "debureaucratization" of education which would make it possible for parents and education entrepreneurs to work together in a competitive marketplace to provide the best education for children. In such a system, standards in K-12 education, like those in higher education, would be set in a marketplace responsive to parents' demands and students' needs. This paper focuses on: (1) education standards in early America; (2) the modern standards movement; (3) the case for standards; (4) the case against standards; (5) whether or not the government should set educational standards; (6) the trouble with government standards; and (7) the alternative (parents in power and working within a competitive education market). (Contains 56 endnotes.) (SM)

ED 452 320 UD 034 144

Annual District Report, 1999-2000: Manhattan Superintendency.
PUB DATE- 00
NOTE- 10p.; Includes the New York State School Report Card for New York City Schools.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Dropouts; Educational Finance; Elementary Secondary Education; English (Second Language); Graduation; Institutional Characteristics; Mainstreaming; Special Education; State Standards; *Student Characteristics; Student Evaluation; Tables (Data); Vocational Education
IDENTIFIERS- *New York (Manhattan)

This annual report presents data on public high schools in the New York City Manhattan Superintendency for 1999-00, focusing on: students (general education, special education, and English language learner (ELL) enrollment, ethnicity and gender, attendance, free lunch eligibility, suspensions, involvement in police department incidents, and recent immigrants); school characteristics (number of staff, teacher certification, school expenditures, school capacity, and school leadership team, SLT); cohort performance (performance on Regents English and mathematics or approved alternative after 3 years); performance

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; College Environment; College Students; Cultural Background; Ethnic Stereotypes; *Ethnicity; Higher Education; *Self Concept; Student Attitudes
IDENTIFIERS- Critical Race Theory; *Identity Formation

This study explored the identity development of Asian American college students, especially in relation to the simultaneous development of individual and group identity. It examined how second-generation Asian Americans interpreted their evolving sense of self in relation to race/ethnicity and how their racial/ethnic identity affected their college experience. This study was conducted at the University of California, Los Angeles. Students completed individual interviews that encouraged introspection and focused on how individuals make sense of various academic and social experiences. Overall, students struggled to find balance between their inner and social selves. Students' racial/ethnic perspectives affected how they interpreted reality. They had to deal with preconceived notions about their group identity, which affected their struggle with how they defined Asian American identity and their place in it. Tension between group affiliation and individuality affected both college choice and academic major selection because students did not want to be categorized by race/ethnicity. Connection at some level with their racial/ethnic identity helped students' sense of self in the larger context. Peer groups were important because the dialogue between friends reinforced or challenged notions of the self. Students placed high value on connecting with other Asian Americans in a social context because of the unspoken level of understanding. (Contains 34 references.) (SM)

ED 452 338 UD 034 165

Rose, Elizabeth A.
A Longitudinal Study of the Course of Academic Achievement of Urban and Minority Gifted and General Education Students.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; *Black Students; Elementary Secondary Education; Grades (Scholastic); *Graduation; Low Income Groups; Scores; Socioeconomic Influences; *Urban Schools

This study examined patterns of academic progress and outcomes in different inner city school settings (identified as gifted or geneal education) for African American and White lower, middle, and upper socioeconomic strata students. It followed 287 students' progress from kindergarten through their graduation year, 185 of whom were considered gifted and enrolled in a self-contained gifted program for all subjects in elementary school and core academic subjects in secondary school. Students' grades for math, reading, and science were recorded over time. Overall academic outcomes (grades and standardized test scores) were 10 years ago. There has been a large increase in students from East Asia, South Central Asia, and South East Asia, and moderate increases in students from Europe and Canada. The benefits to having these students on campus are numerous including: their presence promotes cultural awareness; and they can also be a source of revenue for the college. But the challenges faced by international students are also significant: some lack English preparation; experience a low level of interaction with domestic students; have difficulties with bureaucratic functions such as processing visas and securing housing in the surrounding area; and experience financial hardships. It is important for student services professionals to find ways to integrate international students with domestic students and the community at large. Cultural awareness workshops and personnel training should also take place on campuses to create a more welcoming environment. Contains 12 references. (Author/JA)

ED 451 856 JC 010 292

Schuetz, Pam
Successful Collaborations between High Schools and Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; This digest is drawn from "How Community Colleges Can Create Productive Collaborations with Local Schools." "New Directions for Community Colleges," Number 111, James C. Palmer, Ed., San Francisco: Jossey-Bass, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Advanced Placement Programs; *College Bound Students; *College School Cooperation; *Community Colleges; *Dual Enrollment; *High School Graduates; High Schools; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest discusses ways in which high schools and community colleges can cooperate in order to support more successful student transitions. The digest describes five types of collaborations that achieve this goal: (1) K-16 partnerships; (2) dual credit programs; (3) tech prep programs; (4) middle college high schools; and (5) distance learning programs. These partnerships encourage development of inter-institutional student services, such as new student orientations and professional development for counselors. Many state initiatives for educational reform have targeted dual credit, dual enrollment, or concurrent enrollment programs to enable high school students to earn college level credit in course work offered at the high school or community college. Lessons learned from past collaborations include: (1) student transitions are enhanced by creating structural bridges between community colleges and secondary schools; (2) the social, political, and economic realities unique to each educational sector must be honored in order to develop effective partnerships; and (3) it is important to build and implement a common agenda for high schools and community colleges that will improve student success at all levels. Contains 11 references. (JA)

ED 451 857 JC 010 293

This document is a collection of administrative rules of the Illinois Community College Board (ICCB). It is divided into seven subparts: Illinois Community College Board Administration; Local District Administration; Programs; Students; Finance; Capital Projects; and Personnel. Highlights are as follows: Independent organizations may be considered by the ICCB to be advisory upon petition to the State Board. Independent organizations so recognized by the ICCB as "advisory" will have the opportunity to bring matters before the ICCB during each regular ICCB meeting and will have an opportunity to provide advice to the ICCB on proposed rule and policy adoptions and matters of interest to community colleges. The information that the college provides to students and the public should accurately describe the following: the unit of instruction offered; its objectives; its length; residency requirements; schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction; cancellation and refund policies; and such other material facts concerning the college and the unit of instruction as are likely to affect the decision of the student to enroll. A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review. (JA)

ED 451 877 JC 010 324

Blankenburg, Juele; Karlotis, Georgia
College Online Peer Tutor Training.
PUB DATE- 00
NOTE- 8p.; Paper presented at the TechEd 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Software; *Distance Education; Nontraditional Education; *Tutoring; Two Year Colleges
IDENTIFIERS- *Oakton Community College IL

This paper describes the development of a college online tutor training course at Oakton Community College (Illinois) that attempted to solve the difficulties of training without a loss of effective practice. The online designers had two special considerations in course construction: maintaining the pedagogical soundness of the course modules and learning the software product. Essential to the development of an online course is a very firm understanding of pedagogy by the designers. The course designers addressed the issue of pedagogical soundness by developing a lesson plan template on the department's Intranet share drive. Lesson modules were then created from the presentations in text files, which included: (1) welcome to tutoring; (2) learning theory; (3) learning style; (4) basic study skills and learning strategies; (5) critical thinking; (6) communication and active listening skills; (7) special populations--culture and learning; (8) special student populations--students with disabilities; (9) a case study; and (10) a practicum. Text material, quizzes, discussion forums and Web-site links diversified the course lessons. The lead teacher was also available for discussion and questions during the 10-week one-hour class sessions or through e-mail. Administrators believe that, with the implementation of this course, online course delivery has been standardized at the college. (JA) educational content), and the transfer situation (including the relationship between the narrative and the underlying educational context). It is noted that although many unanswered questions remain, this paper provides a starting point for discussion and research. (Contains 55 references.) (KB)

ED 451 895 PS 029 339

Fisch, Shalom M.; Shulman, Jennifer S.; Akerman, Anna; Levin, Gael A.
Reading between the Pixels: Parent-Child Interaction While Reading Online Storybooks.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Caregiver Speech; Emergent Literacy; Language Acquisition; *Parent Child Relationship; *Parents; Parents as Teachers; *Preschool Children; Reading; Reading Processes
IDENTIFIERS- Dyads; *Online Reading; *Shared Reading

Noting that joint storybook reading by children and adults provides a context for interactions that promote language development and literacy, this exploratory study examined whether parent-child reading of storybooks online might elicit the same sorts of interaction that have been observed for joint reading of traditional books. Participating in the study were seven parent-child dyads. Each dyad was observed while reading two online storybooks that presented branching stories in which readers' choices helped to determine the course of the story. Findings indicated that parents and children engaged in many of the same behaviors found in past literature, and that utterances involved similar levels of abstraction. When subjects reached choice points in the interactive, branching stories, it was typically the children who selected the path that the story would take, either by themselves or with their parents. In this way, children not only saw and heard the stories, but also helped to determine the course of events, with implications for emergent literacy. (Appended are the coding scheme used in the present study, sample story pages, and descriptive data. Contains 14 references.) (Author/KB)

ED 451 896 PS 029 340

Blakemore, Judith E. Owen
First, Third, and Fifth Grade Children's Attitudes about Gender Norm Violations.
PUB DATE- 01
NOTE- 19p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Behavior Standards; Beliefs; *Childhood Attitudes; *Children; Comparative Analysis; Cross Sectional Studies; Elementary Education; Elementary School Students; *Gender Issues; Knowledge Level; Moral Values; *Sex Role; Social Behavior

This questionnaire study examined elementary school student's knowledge of a number of gender norms as well as some moral and

(052)
DESCRIPTORS- *Child Safety; Class Activities; Disabilities; *Learning Activities; Music; Music Activities; Nutrition; *Preschool Children; *Preschool Curriculum; Preschool Education; *Self Esteem; Songs

First in a series of books designed to accompany the compact disk "Help Yourself," this book provides suggestions for classroom activities using the CD songs as a springboard into a curriculum for promoting self-esteem and safety skills among preschool children. Each section begins with sheet music and complete lyrics for each of the 12 songs, then offers a variety of activities to explore the topic of each song. The first activity for each song gives ideas for using the song during circle time. The other activities show how to expand upon the song with supporting activities designed for various areas of the classroom and various parts of the day. Many of the activities include adaptations for children with disabilities. The topics of the songs and the activities are: (1) children helping themselves; (2) basic safety awareness; (3) emotional awareness; (4) exploring self-help tasks; (5) clothing selection for different types of weather; (6) building imagination through reading; (7) individuality; (8) comfortable and uncomfortable secrets; (9) being careful with strangers; (10) name and address; (11) nutrition; and (12) self appreciation. (KB)

ED 451 914   PS 029 374

Terry-Humen, Elizabeth; Manlove, Jennifer; Moore, Kristin A.
Births outside of Marriage: Perceptions vs. Reality. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; William and Flora Hewlett Foundation, Palo Alto, CA.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Births to Single Women; *Mothers; *One Parent Family; Racial Differences; Social Attitudes; Social Change; *Sociocultural Patterns; Trend Analysis

Research supports the anecdotal observation that unmarried mothers and their children face greater obstacles and suffer greater strains than married couples and their children. Less is known about the specific characteristics of the women who have births outside of marriage. This research brief paints a fuller picture of nonmarital childbearing. The data presented here dispel many inaccurate perceptions about unmarried mothers. Research findings indicate that: (1) the percentage of births to unmarried women increased substantially until 1994 and has since plateaued; (2) women in their early twenties have the highest rate of births outside of marriage; (3) teens account for a diminishing share of all births outside of marriage; (4) only about half of nonmarital births are first births; (5) the majority of births outside of marriage are unintended at conception; (6) racial and ethnic disparities in nonmarital childbearing are declining; (7) the proportion of nonmarital births to cohabiting parents is increasing; (8) whites show the greatest increase in births to cohabiting couples; and (9) the majority of unmarried mothers are romantically involved with the father of their baby at the time of the birth. The brief concludes with an examination of factors behind the trends in nonmarital childbearing, the graduation rates; (14) special education enrollees; (15) Head Start participation; (16) child deaths; (17) teen violent deaths; (18) child abuse and neglect; (19) children and domestic violence; (20) children in substitute care; and (21) juvenile violent crime. The report concludes with a listing of developmental assets of youth, and references and resources. (Contains seven pages of references.) (SD)

ED 451 933 PS 029 394

Brown, Brett, Ed.; Vandivere, Sharon, Ed.
The Child Indicator: The Child, Youth, and Family Indicators Newsletter, 1999-2000.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 38p.; Only one issue was published in 1999. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Welfare; *Children; Data Collection; Information Sources; *Social Indicators; *Well Being
IDENTIFIERS- Annie E Casey Foundation; Census 2000; *Indicators

This document consists of the single 1999 issue and four 2000 issues of a newsletter to communicate the major developments within each sector of the child and youth indicators field. The newsletters feature regular sections on the community, state, and national scenes, and include sections of resources and data. The 1999 premier issue includes articles on the National Neighborhood Indicators Partnership; states improving indicators with help from the office of Assistant Secretary for Planning and Evaluation; and key national indicators of child well-being. The Spring 2000 issue includes articles on the Kids Count initiative of the Annie E. Casey Foundation, links between social indicators and social programs in Oregon, mapping youth resources from a youth perspective, and the Healthy People initiative of the U.S. Department of Health and Human Services. The Summer 2000 issue includes articles on the need for annual evaluation of the social health of the nation, child indicators in policymaking partnership in Maine, measures for community research from the Aspen Institute, and major shifts in the conceptualization of child well-being. The Fall 2000 issue includes articles on the National Education Goals panel, community-level indicators projects, the Center for Child Well-Being, and easy access to juvenile justice data. The Winter 2000 issue includes articles on the 2000 census as a source of child well-being data, availability of state child welfare indicator data online, new indicators of school readiness, local area poverty estimates, and the new Clearinghouse for International Data and Policies on Children, Youth, and their Families. (HTH)

ED 451 934 PS 029 395

Shaul, Marnie S.
Early Childhood Programs: The Use of Impact Evaluations To Assess Program Effects. Report to the Chairman, Subcommittee on Oversight of Government Management, Restructuring and the District of Columbia, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

indicators of change, and through periodic interviews with participants. A key finding is that on virtually every measure of academic performance, initial differences in readiness prevailed throughout the students' school years. Additional findings include the following: (1) students considered to be at-risk, in need of intervention and special services, were largely found in the LR group; (2) dropout rates were consistently higher for LR or at-risk students, more so for students placed in transitional programs rather than conventional academic programs, and higher for at-risk versus not-at-risk students; (3) students designated as LR, on average, were the youngest students at time of school entry in Fall of 1979; (4) LR students were most frequently male, more frequently from larger families, more frequently later born, and more frequently from families with lower occupational skills; (5) in school, LR students were more frequently enrolled in split classes in primary school, changed schools more frequently, and were more frequently referred for psychological assessment and for speech/hearing assessments; (6) in contrast, children in HR group were the oldest at time of school entry and more frequently had parents with higher occupational skills; and (7) HR students had changed schools less often, had taken the largest number of high school classes, failed the fewest classes, and had enrolled in the fewest modified classes. Findings suggest that the greater the variance in a child's school readiness from normative expectations, the greater the likelihood the child, parents, and especially the school system will respond in ways that reinforce the child's readiness status. The earlier such designation occurs, the greater the influence of the designation on the child's trajectory of performance. (HTH)

ED 451 951 PS 029 414

Hausner, Mary E. Interrante
The Impact of Kindergarten Intervention Project Accelerated Literacy on Emerging Literacy Concepts and Second Grade Reading Comprehension.
PUB DATE- 00
NOTE- 95p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Part of a Doctoral Dissertation, Loyola University, Illinois.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Early Intervention; *Elementary School Students; Full Day Half Day Schedules; Grade 2; Kindergarten; *Kindergarten Children; *Literacy Education; Outcomes of Education; Primary Education; Program Effectiveness; *Reading Improvement

This study investigated the relationship between success of an early intervention program Project Accelerated Literacy in the kindergarten year and success in second grade reading performance. The intervention was given only to students who demonstrated a literacy delay on kindergarten literacy assessments. Subjects were 283 kindergarten students enrolled in 6 at-risk schools in a large urban school district. The experimental group participated in the Project Accelerated Literacy program, an extended day intervention in addition to the half-day kindergarten session; the control group participated only in the kindergarten half-day. All students can use to teach all the skills and concepts necessary for children to be successful learners, this guide presents over 50 activities to enhance the preschool and kindergarten classroom's block corner. Chapter 1 of the guide illustrates the skills learned through block play in the following areas: (1) mathematics; (2) science; (3) art; (4) literacy and language arts; (5) physical development; (6) social studies; and (7) social and emotional growth. Chapter 2 discusses how to set up a block center, including the types of blocks to purchase and selecting block accessories. Chapter 3 addresses the teacher's role in facilitating block play. Chapter 4 concerns assessment of students' block play and assessment methods. Chapter 5 provides suggestions for involving parents. Chapter 6 discusses the use of other construction materials in classroom learning centers. Chapter 7 provides tips on inserting structure into children's block play to extend their learning. Following this chapter are block play activities and activities using other construction materials at beginning, intermediate, and advanced levels. Each activity description indicates the skills gained through the activity, delineates the materials needed, gives detailed instructions, and provides suggestions for assessment. The guide concludes with a list of 18 resource books and articles and a list of 33 children's books about blocks, buildings, and building with blocks. (KB)

ED 451 969 PS 029 432

Silberg, Jackie
Games To Play with Babies. Third Edition.
PUB DATE- 01
NOTE- 255p.; Illustrated by Laura D'Argo. For abstract to 1993 edition, see ED 039 554.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attachment Behavior; *Childrens Games; *Developmental Tasks; Exploratory Behavior; Infant Behavior; *Infants; Listening Comprehension; Motor Development; *Parent Child Relationship; Play; *Recreational Activities; Self Concept; *Skill Development; Thinking Skills; Visual Learning
IDENTIFIERS- Play Learning

Intended for parents with infants, this book is a collection of 230 simple, fun-filled games that can be played with infants from birth to age 1 year. The book begins with guidelines for growth in motor, auditory, visual, language, cognitive, and self-concept skills from birth to 6 months and from 6 to 12 months. The remainder of the book presents the games, organized by age level: birth to 3 months, 3 to 6 months, 6 to 9 months, and 9 to 12 months. The process for each game is explained in addition to what infants will learn from the game. Purposes for the games range from developing trust, bonding, body awareness, coordination, motor skills, observation skills, and imitation to language skills, eye-hand coordination, and following directions. (KB)

ED 451 970 RC 022 509

St. Germaine, Richard D.
A Chance To Go Full Circle: Building on Reforms To Create Effective Learning.
PUB DATE- 00

Western science and discusses the implications of integrating the two. A chapter is devoted to each of four factors to be considered by developers of culturally relevant science curricula: cultural relevance, best practices, state standards, and assessment. Areas covered include how to involve Elders in the classroom, topics of cultural significance, cultural standards, guidelines for standards-based units, correlating local knowledge with science standards, how to adapt topics to standards, traditional Yup'ik learning, sharing knowledge, integrated study, and promising assessment strategies. Appendices present the AKRSI unit-building assessment rubric and sample units on lure construction and ice fishing with elder involvement, winds, and weather. Each unit identifies grade level, context, AKRSI region, cultural and academic standards, and skills and knowledge addressed, and presents lessons and activities. (TD)

ED 451 987 RC 022 923

Stevens, Ken
Two Canadian Approaches to Teaching Biology, Chemistry, Mathematics and Physics to Senior High School Students in Virtual Classes.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Australasian Science Education Research Association (New Zealand, July 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; *Educational Cooperation; Foreign Countries; Geographic Isolation; High Schools; Information Technology; *Internet; *Rural Education; Science Education; Shared Resources and Services; *Teaching Methods
IDENTIFIERS- *Intranets; Newfoundland; Technology Integration; *Web Based Instruction

The successful integration of information technologies in the teaching of biology and other sciences is in part dependent on the transition from closed to open teaching and learning environments. This paper outlines the transition from a closed model of schooling in rural Newfoundland and Labrador to the beginnings of an open model. Seniors in a rural Newfoundland high school participated in a study evaluating the use of Internet resources to enhance biology education. Three biology topics were taught using three different methods of instruction: traditional, in which students were taught face to face by the teacher from the textbook; cooperative, in which students worked together using text and Internet sources selected by the teacher; and Internet, in which students worked individually and used Internet sources. Results indicate that Internet resources have the potential to enhance student learning. This approach is referred to as a "closed" model, because the school is autonomous and has its own students, teachers, and community. The installation of a digital intranet linking nine schools in the Vista school district (Newfoundland) created an "open" model of education in that classes in different schools share teaching, learning, and resources. This open model is grounded in the application of information technology and the construction of virtual classes. Factors to consider in developing a pedagogy appropriate for the open model are discussed. (TD)

ED 451 988 RC 022 925

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alaska Natives; *Alcoholism; American Indian Culture; *American Indians; At Risk Persons; Cultural Awareness; *Cultural Relevance; Demography; *Drug Abuse; Family Influence; Health Promotion; Mental Health; Peer Influence; *Prevention; Research Needs; Rural Urban Differences

This chapter reviews the literature on substance abuse and prevention efforts in Native communities. The first section describes demographic characteristics of America's indigenous people, including tribal and government definitions, interaction and validation styles, and rural-urban differences. It concludes by warning that use of broad ethnic glosses to describe any ethnic group in a research venture is poor science, and that research involving American Indians must consider the cultural variations and numerous subgroups that have distinct lifeways. The second section presents an overview of the substance use and misuse field, noting that the research on prevention is very limited. Topics covered include setting, rates and patterns of substance use, etiology and correlates of use, prevention, social skills, peers, family, school-based programs, policy, community-wide efforts, community readiness, and cultural sensitivity. Conclusions drawn include: the family is central in American Indian culture and must be involved in prevention approaches; peer influence is significant, but to a lesser degree than among non-Natives; cultural identification is not directly related to substance abuse prevention, although it may be critical in treatment; many factors affecting youth in general also impact drug use among American Indian youth; much more is known about risk than about resiliency factors for American Indian youth; and evidence of the effectiveness of school-based programs is very limited. Seven recommendations are given for the advancement of prevention strategies, themes, and research among American Indians and Alaska Natives. (Contains 72 references.) (TD)

ED 452 005 RC 022 942

Moran, James R.
Prevention Principles for American Indian Communities.
PUB DATE- 01
NOTE- 32p.; In: Health Promotion and Substance Abuse Prevention among American Indian and Alaska Native Communities: Issues in Cultural Competence; see RC 022 940.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alcohol Education; *Alcoholism; *American Indians; Community Programs; *Cultural Awareness; *Cultural Relevance; Empowerment; Family Influence; Health Promotion; Indigenous Personnel; *Prevention; *Program Design; Trust (Psychology)
IDENTIFIERS- Cultural Sensitivity

American Indians experience many problems related to alcohol misuse. However, there are prevention approaches that work to reduce risk of alcohol misuse among American Indians. With regard to the way prevention workers carry out their work in American Indian communities, programs must emerge from the community, prevention workers must demonstrate a commitment to the community, and non-community members need to develop cultural sensitivity. Developing cultural sensitivity involves first becoming aware of one's own cultural values and learning about differences relative to other cultures, and then spending time in a community. When negotiating program access with American Indian communities, it is important to demonstrate how

IDENTIFIERS- *Europe; *Latin America

The European program Amerique Latine-Formation Academique (ALFA) has provided 12 Latin-American and 10 European universities and colleges with a framework for creating an International Master in Rural Development. Globalization, regional integration, and sustainability have created a new set of questions for rural areas, both in Europe and in Latin America. The practical problems to integrating master's degrees from 12 different countries have been solved by coming back to fundamental questions: What is an engineer? What is rural development? and How can institutions converge? The result of two years of cooperative work is an international master's degree based on existing curricula. Integrated courses for students, exchange of professors, and research in foreign countries are considered efficient and well-known tools. Two annexes list internal documents discussed in the network and institutions in the network. (SAH)

ED 452 025 SE 064 370

Gouvea da Costa, Sergio Eduardo; Busetti de Paula, Marco Antonio; Pinheiro de Lima, Edson
The Laboratory as an Organizational Cell--The Case of Automation and Systems Laboratory of PUC-PR.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Laboratory Equipment; *Laboratory Experiments; *Laboratory Procedures; *Laboratory Training; Science Education
IDENTIFIERS- *Laboratory Content

The universities and institutions that deal with undergraduate education generally have a traditional organizational structure: their human resources are allocated to departments which are structured on subjects, and the persons are grouped according to their specialization profile. As a result of this, it has been observed that many groups are disconnected from the university purposes in education, research, and services due to their high level of specialization. This paper shows a model adopted by the Automation and Systems Laboratory--LAS--of the Catholic Pontifical University of Parana, PUC/PR, based in an organizational cell called Laboratory, which comprises rooms and equipment for its administration, teaching and research activities and services facilities, and assigned faculties and technicians. The Laboratory has its goals and people with different qualifications and skills work to match them. Research goals are the main link in Laboratory activities. Another aspect is the knowledge transfer to the education and service projects like continuous training, undergraduate, and graduate programs offered by the Laboratory and the university. It is shown how this type of organizational cell works, integrated with the community and the university, assuring the perfect implementation of basic university purposes. (SAH)

ED 452 026 SE 064 377

Gould, Alan; Willard, Carolyn; Pompea, Stephen
The Real Reasons for Seasons--Sun-Earth Connections: Unraveling Misconceptions about the Earth and Sun. Grades 6-8. Teacher's Guide. LHS Gems.
SPONS. AGENCY- National Aeronautics and Space Administration,

NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Computer Software; Computer Uses in Education; Engineering Education; Foreign Countries; Higher Education; *Instructional Materials; Learning Modules; *Learning Processes; Multimedia Materials; Visual Learning
IDENTIFIERS- Blooms Taxonomy; *Electrical Engineering

This paper describes an educational package to help the learning process. A case study is presented of an energy distribution course in the Electrical Engineering Department at the Federal University of Espirito Santo (UFES). The advantages of the developed package are shown by comparing it with the traditional academic book. This package presents the appropriate contents to the student, instigating his/her knowledge. Relying on a particular model of each student, the tasks proposed to the students can be suited to the learning process of each individual user. (Author/YDS)

ED 452 046 SE 064 599

Lohmann, Jack R.
Designing, Developing, and Implementing an Outcomes-Based Assessment Program for Engineering Education.
PUB DATE- 99
NOTE- 8p.; Paper presented at the International Conference on Engineering Education (Prague, Czech Republic, August 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Engineering Education; *Evaluation; Higher Education; *Outcome Based Education; Teaching Methods
IDENTIFIERS- Georgia Institute of Technology

Throughout the United States, state legislative bodies, university governing boards, and regional and professional accreditation organizations are increasingly requiring universities and colleges to demonstrate that they have appropriate self-regulating processes is place to achieve their stated missions and goals. Central to these processes in that they be based on outcomes assessment and be focused on continuous improvement. This paper presents an overview of Georgia Tech's experiences in designing and developing outcomes-based assessment programs for all its undergraduate and graduate programs with an emphasis on those experiences within the College of Engineering. It also presents the current effort to implement the programs within a continuous improvement process that is intended to be sustainable and broadly responsive to the needs of multiple external constituents. It concludes with seven suggestions for those embarking on developing outcomes-based assessment programs. (Contains 10 references.) (Author)

ED 452 047 SE 064 600

chosen science as their career. Every female was chosen to have a male Olympian from the data that represented the same age group and professional orientation of the female. The females and males are compared together in order to find possible similarities and differences in events they have experienced in their personal and professional lives. The common factor that has contributed to the talent development of both females and males include strong inner drive in learning. The results reveal that the males have made their professional choices earlier than females. Furthermore, the males reported having more encouragement from their families and friends to choose a career in science. The case studies reveal some interesting gender differences in the talent development of gifted people in science. The results can be used to inform teachers and parents of possible gender biases at homes and schools. The paper suggests some concrete ways to encourage females to enter and remain in professional careers in science. (Contains 35 references.) (Author/ASK)

ED 452 068 SE 064 669

Nakazawa, Chie; Takahira, Sayuri; Muramatsu, Yasuko; Kawano, Ginko; Fujiwara, Chika; Takahashi, Michiko; Ikegami, Toru
Gender Differences in Science Learning of Japanese Junior High School Students: A Two Year Study.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Females; Foreign Countries; Junior High Schools; Males; Science Education; *Sex Differences; *Student Attitudes
IDENTIFIERS- Japan; Third International Mathematics and Science Study

This paper presents the results of a 2-year study conducted in Japanese junior high schools to examine the changes in attitude towards science with regard to gender difference. The Third International Mathematics and Science Study (TIMSS) identifies Japan as the country with the largest gender gap in "liking science." The results of the study indicate a significant gender difference among 7th and 8th grade students. (YDS)

ED 452 069 SE 064 670

Schoenfeld-Tacher, Regina; McConnell, Sherry
An Examination of the Outcomes of a Distance-Delivered Science Course.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Distance Education; Higher Education; Science Education; *Veterinary Medical Education
IDENTIFIERS- *Histology

A comparative study was conducted to examine the effects of

PUB DATE- 01
NOTE- 10p.; A publication of the Academy of Natural Sciences, Environmental Associates.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; Conservation (Environment); Ecology; *Environment; Satellites (Aerospace); *Technology
IDENTIFIERS- Radio Waves; *Remote Sensing

This publication identifies some of the general concepts of remote sensing and explains the image collection process and computer-generated reconstruction of the data. Monitoring the ecological collapse in coral reefs, weather phenomena like El Nino/La Nina, and U.S. Space Shuttle-based sensing projects are some of the areas for which remote sensing currently is being used. Remote sensing is also very effective at monitoring human actions from an environmental standpoint. (YDS)

ED 452 091 SE 064 717

Heimlich, Joe E.
Lessons Learned about Educator Training: A Synthesis of Grants Provided by Project Learning Tree, Project WET, and Project WILD under the Environmental Education and Training Partnership, 1995-2000.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Educational Change; *Environmental Education; Financial Support; Hispanic Americans; *Professional Development; *Training
IDENTIFIERS- Project Learning Tree; Project WET; Project WILD

This document reports on the training of partners for the Environmental Education and Training Partnership (EETAP). The three projects cited include Project Learning Tree (PLT), Project WILD, and Project WET. The main purpose of the training projects was to increase the number of individuals trained in environmental education programs. There are five themes in the training projects: (1) Joint Training Projects; (2) Educator Training Projects; (3) Facilitator Training Projects; (4) Extended Training Projects; and (5) Special Training Projects or Efforts. The reported projects were varied, challenging, and provided the basis for many activities that are continuing in various states. This report is not meant to provide a "how-to" guide for projects initiated or supported by EETAP funds, but rather present a qualitative look at the impact these monies have had on the practice of training for environmental education. (YDS)

ED 452 092 SE 064 720

Topping, Keith
Peer- and Parent-Assisted Learning in Maths, Science and ICT. SCRE Spotlights 83.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

context relating to the "Visible Traces" objects and are intended for the teacher. The classroom activities are organized by educational levels, with variations suggested for adaptation to a particular grade. Includes reproducible handouts. (BT)

ED 452 113 SO 032 581

Speaker, Richard B., Jr., Ed.; Kawada, Louise Myers, Ed.
Japan Studies through the Lenses of Different Disciplines: First Yearbook of the Japan Studies Association. Papers from the Japan Studies Association Annual Conference (San Diego, California, 1995) .
PUB DATE- 97
NOTE- 90p.; With the editorial assistance of Elizabeth L. Willis. Published biennially.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Curriculum Enrichment; Foreign Countries; Higher Education; *Interdisciplinary Approach; *Japanese Culture; Seminars
IDENTIFIERS- *Japan; Japanese People; *Japanese Studies

This yearbook presents new perspectives and materials on Japan that are engaging, relatively jargon-free, and shaped so that their usefulness in a college classroom is readily apparent. The yearbook represents an example of the potential for genuine scholarship that lies within interdisciplinary studies. Articles are divided among five thematic sections: (1) "Japan Studies and the Arts" ("A Challenge to the Orientalism of Whistler: Hiroshige's Influence on Monet and Van Gogh," Fay Beauchamp; and "Paradigms of Japanese Culture as Reflected through Music and the Related Arts," Stephen R. Fuller); (2) "Inquiry into the Japanese Self" ("The Japanese Self," Sheila Fling; and "Recipe for Self and Soul in Decadent Times: Reflections on the Post-war Japanese Literary Sensibility," Louise Myers Kawada); (3) "Japan Studies and Curriculum" ("An Inquiry Unit on Japan for Undergraduate Methods Students in Elementary Education," Richard B. Speaker, Jr.; and "Infusing Japan Studies into the College Curriculum through Multicultural Literacy Courses," Elizabeth L. Willis); (4) "Japan Studies in International Perspectives" ("Japan and Russia: The Northern Territories Issue in the Post-War Era," Andrew S. Szarka; "Colonial Japan in Micronesia, 1914 to 1944," Dirk Anthony Ballendorf; and "China and Japan: Diverging Paths," Connie Mauney); and (5) "Reports on the Japan Studies Seminar in Japan, 1995" ("Report on the 1995 Seminar in Japan," Richard B. Speaker, Jr.; and "Impressions of a Japan Studies Faculty Development Seminar, Summer, 1995," Louise Myers Kawada). (BT)

ED 452 114 SO 032 586

Learning about Palau. CD-ROM .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.; Minimum system requirements: Any PC or Macintosh with multimedia capabilities, at least 8MB RAM and CD-ROM drive. PCs require Windows 95 and 486 processor (or higher) for optimum performance. Created in Partnership with Pacific Learning Services, Inc.
LANGUAGE- English

participacion del alumnado en el aula de musica" ("Democracy and Curriculum: How Students Take Part in Music Classroom"), accepted in 2000 by the University of Granada, Spain. An abstract in Spanish can be found in "Teseo," an educational thesis database sponsored by the Ministry of Education, Culture and Sport of Spain. Web site: http://www.mcu.es/TESEO/index.html.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Elementary Secondary Education; *Music; *Music Education; *Student Participation; Student Surveys

This paper summarizes a study of how students take part in the music classroom. The study consisted of: (1) a questionnaire, completed by students and teachers, that asked how students influence decisions in the music classroom; and (2) two case studies, one of a private primary school, the other of a public high school, that monitored student participation and influence in the music classroom. The study considered the effects of private and public schools, gender, social class, and student expectations of the music classroom. The paper addresses a teaching model, indicative of the case studies, that focuses on teaching of content and control of classroom interaction. Discusses the results. (BT)

ED 452 136 SO 032 708

Lee, Camille
The Impact of Belonging to a High School Gay/Straight Alliance.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Focus Groups; *High School Students; High Schools; Interviews; Qualitative Research; *School Culture; *Sexual Orientation; *Student Attitudes; Student Needs; *Student Organizations
IDENTIFIERS- Adviser Role; *Gay Straight Alliances; Impact Studies; *Personal Experiences; Research Suggestions; Salt Lake City School District UT

This qualitative investigation studies the impact of belonging to a high school Gay/Straight Alliance (GSA or Alliance) on the lives of seven students in a Salt Lake City (Utah) high school. Individual and focus group interviews were conducted over a 2-year period. The researcher/author used voices of gay, lesbian, bi-sexual, and straight students to relate the experiences unique to each participant. In addition, data from media and spoken transcripts, video tapes of news reports, grade records, and the GSA advisor's personal observations were analyzed and organized into a framework of seven categories of impact. Results support previous research that Alliances positively impact academic performance, school/social/family relationships, comfort level with sexual orientation, development of strategies to handle assumptions of heterosexuality, sense of physical safety, increased perceived ability to contribute to society, and an enhanced sense of belonging to school community. Implications for educators and questions for further research are included. (Contains 37

"Teacher Attitudes Toward Inclusion" (Elizabeth Miller); "Teaching Algebra: One Best System?" (Margo Muhr); "On Teaching Writing Well: Writing Instruction at the High School Level" (Julie Pederson); "High School Students' Attitudes Towards Math: Effect of Ethnicity, Gender and Parents' Education" (Darryl Piggott); "The Teaching of Culture in Secondary Level Spanish Classes: The Selection and Implementation of Cultural Topics" (Anne Salsbury); "Reader Response and Student Motivation" (Jill Snyder); "Social Studies Teachers' Attitudes Toward End-of-Course Exams" (Nikolai Vitti); "Examining the Political Beliefs and Attitudes of High School Students" (Jennifer Watson); and "How Do High School English Teachers Use Different Levels of Questioning in the Classroom?" (Alison Winzeler). (Papers include references.) (SM)

ED 452 156 SP 039 886

Ladson-Billings, Gloria
Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms. The Jossey-Bass Education Series.
PUB DATE- 01
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Beginning Teachers; Citizen Participation; Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Higher Education; Minority Group Children; Poverty; Preservice Teacher Education; Public Schools; *Urban Schools

This book describes the Teach for Diversity (TFD) teacher education program for people who want to teach poor minority children and who are excited about the possibilities for transformation within urban communities. The book is written in three voices (teacher, teacher educator, and researcher). It reflects the author's own early teaching career and mistakes she made, reflecting on her work with prospective teachers struggling to succeed with diverse students. The book studies the practice of novice teachers who are committed to principles of equity, social justice, and high achievement for all. It begins with an introduction describing the author's perspective on the state of teacher education. Chapter 1 discusses the nature of teaching in the 21st century and the despair people seem to feel about trying to teach. Chapter 2 introduces the novice teachers who participated in the study. Chapter 3 describes the first of three propositions that support culturally relevant teaching (academic achievement). Chapter 4 addresses the concept of cultural competence. Chapter 5 explores the citizenship function of teaching in public schools. Chapter 6 analyzes shortcomings of the TFD program and creates a vision of teacher education. Two appendices present study methodology and describe the TFD program. (SM)

ED 452 157 SP 039 888

Barth, Roland S.
Learning by Heart. The Jossey-Bass Education Series.
PUB DATE- 01
NOTE- 244p.; Foreword by Deborah Meier.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

be addressed in order for teachers to avail themselves of opportunities to gain knowledge and skills to use technologies effectively (encouraging teachers to acquire necessary skills, sustaining support for teachers to use technologies, and evaluating teachers' use of technologies). (Contains 25 references.) (SM)

ED 452 176   SP 039 913

Goodwin, Bryan
Improving Teaching Quality: Issues & Policies. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; *Educational Policy; *Educational Quality; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Mentors; Preservice Teacher Education; Teacher Certification; *Teacher Competencies; Teacher Effectiveness; Teacher Evaluation; Teacher Motivation; *Teaching Skills
IDENTIFIERS- Out of Field Teacher Assignment; State Policy

This policy brief draws together research, ideas, and initiatives on improving teaching quality, especially materials from states in the Mid-Continent Regional Educational Laboratory's region. It is intended to help policymakers think about which policies might foster improved teacher quality and how to combine policies into an integrated strategy for giving all students access to effective teachers. It is organized around three broad strategies aimed at: improving the teacher talent pool, fostering and supporting quality teaching, and countering threats to teacher quality. Improving the teacher talent pool involves raising the bar on teacher preparation, requiring assessments for new teachers, and rethinking teacher licensing. Fostering and supporting quality teaching involves creating programs to mentor new teachers, creating focused professional development, and creating better ways to evaluate teachers. Countering threats to teacher quality involves removing ineffective teachers, eliminating out-of-field teaching, and providing incentives to keep good teachers. Overall, policies are required at various levels and at various stages during teachers' careers. (Contains 28 references.) (SM)

ED 452 177   SP 039 914

Miller, Eileen T.
An Examination of Teacher Salary and Student Performance.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (29th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Mathematics Achievement; Student Evaluation; Teacher Influence; *Teacher Motivation; *Teacher Salaries

This study examines whether changes in teacher compensation, specifically increases in salary, could improve student performance. Studies show that performance based award systems enhance student empowerment. Three affect-structuring techniques for designing surface purpose activities include: an emotional anchor, a motivator, and cognitive direction. The paper describes how four activities allowed students at the University of the South Pacific, Fiji, to perfect what they planned to say on a television debate. (Contains 24 references.) (SM)

ED 452 197   SP 039 942

Bastick, Tony
Constructivist Pedagogy and Subject-Centered Learning: The Subjectivist Paradigm.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Institute for the Study of Postsecondary Pedagogy (8th, Ellenville, NY, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Constructivism (Learning); Culturally Relevant Education; Foreign Countries; Higher Education; Independent Study; Self Management; *Student Empowerment; Teaching Methods; Workshops
IDENTIFIERS- *Subjectivity; University of the South Pacific (Fiji)

This paper introduces the subjectivist teaching/learning paradigm (STP), which uses students' social and cultural enculturation processes to structure affect-laden constructivist learning experiences focused in the subject area being taught. STP uses powerful learning experiences to promote two goals: enculturation into the subject area and student empowerment. STP techniques for practical teaching mirror the effective processes of enculturation by which students learn the skills, understandings, and attitudes of their own sociocultural groups. STP lessons concentrate real life subjective experiences into a learning area. STP helps students learn to choose what to learn and how to learn it, offering them an increasing variety of learning experiences. It develops student empowerment by continually reinforcing successful self-directed learning through affect structuring, covert directives, and self-cuing coping strategies. Surface purposes begin with three affect structuring techniques (emotional anchor, motivator, and cognitive direction), which utilize the positive subject experiences of affect, self-selection, and motivation. The paper illustrates surface purposes within a workshop at the University of the South Pacific, Fiji, in which students practiced expressing their disapproval of nuclear testing in the Pacific. Six workshop activities are described, highlighting their setting, surface purpose, and hidden pedagogic purpose. (Contains 24 references.) (SM)

ED 452 198   SP 039 944

McCallum, Faye; Baginsky, Mary
A Comparison of Pre-Service Training To Identify and Report Suspected Child Abuse and Neglect in Australia and the United Kingdom.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English

development and were identified as needing extra support in the next school year, but the percentage of students in grades 1 through 5 demonstrating proficiency in none of the mathematics strands or in only one of the four strands ranged from 13% at first grade to 22% at grades 3-5. Four attachments contain details about testing results. (SLD)

ED 452 218   TM 032 503

Assessment and Change: The Role of Student Testing in California Education. Higher Education Update.
PUB DATE- 01
NOTE- 9p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; Educational History; *Educational Testing; Elementary Secondary Education; Program Descriptions; *Standardized Tests; *State Programs; *Student Evaluation; Test Use; *Testing Programs
IDENTIFIERS- *California

This document provides an overview of the history and current uses of student testing in California and a brief summary of some of the issues on the debate over assessment. In recent years, student testing has increasingly become a high-stakes enterprise in California. Today, policymakers are looking anew at various forms of testing to measure how well students, teachers, and schools are meeting higher and tougher expectations. At present, teachers and schools in California receive incentives funding when test scores go up, but are labeled low performing for below average test scores. Tests used in California public schools, whether norm-referenced or criterion-referenced, attempt to answer a variety of questions about the performance of students and teachers. There are now more than 10 different examinations used in California for K-12 testing to determine achievement, proficiency, and college eligibility placement. Brief descriptions are given of these testing programs: (1) the Stanford 9/Standardized Testing and Assessment Reporting (STAR) program; (2) the Golden State Examination Program of voluntary end-of-course examinations in college preparatory subjects; (3) the Mathematics Diagnostic Testing Program; (4) Assessments in Career Education; (5) physical fitness testing; (6) the National Assessment of Educational Progress; (7) the High School Exit Examination; and (8) the higher education assessments that include the Scholastic Aptitude Tests and the ACT Assessment as well as several advanced placement and college placement examinations. The California Post-secondary Education Commission will continue to monitor the activities underway in California related to testing and to explore the policy implications associated with the topic. (SLD)

ED 452 219   TM 032 504

Walker, Sherry Freeland, Ed.
High-Stakes Testing: Too Much? Too Soon?
PUB DATE- 00
NOTE- 22p.; Theme Issue. Published three times a year. ECS Distribution Center, Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Annual subscription, $20). Tel: 303-299-3600; For full text: http://www.ecs.org.

Pant); (14) "Rapporteur's Report" (P. K. Rath); (15) "Group Discussion Reports" (P. R. Ramanujan; V. Ranga; T. V. Fulzele; M. Srivastava); (16) "Rapporteur's Report" (P. R. Ramanujam); and (17) "Suggestions/Action Proposals" (V. S. Prasad). Five appendixes contain information about the seminar. (SLD)

ED 452 239 TM 032 525

Lynd, Christine
The New Generation of Standardized Testing.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; *Achievement Tests; Elementary Secondary Education; *High Stakes Tests; *Scores; *Standardized Tests; Test Results; *Test Use

High-stakes testing is one of the hottest topics in education today. Although most states use some form of testing, fewer than half administer tests linked to state education standards and goals, often called criterion referenced tests. Fewer still use statewide tests with high stakes for both the students enrolled in the public schools and the public schools themselves. But in states that have adopted high-stakes testing, the results show that many students fail to meet basic, minimum standards for their grade level. This report includes tables of test results from the 19 states that test students in at least 3 grades. Of these states, 10 hold students to their standards by creating rewards or consequences for student or school failure. (Author/SLD)

ED 452 240 TM 032 526

Bierschenk, Inger
Development of Competence in Dynamic Learning Environments. No. 79.
PUB DATE- 01
NOTE- 27p.; Sponsored by the Ruben Rausing Foundation for Enterprising and Innovation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competence; *Evaluation Methods; *Instructional Materials; Measurement Techniques; Research Design; *Synthesis; *Text Structure
IDENTIFIERS- *Perspective Text Analysis

Perspective Text Analysis is a way to measure competence by measuring the strategy of synthesizing, which intelligence tests or questionnaires cannot measure. This paper proposes the use of Perspective Text Analysis in the study of instructional materials. Perspective Text Analysis has been applied in various learning environments, and the results have shown the ways in which people adapt their thinking and action to situational constraints. Previous research has confirmed that the quality of instructional materials is crucial for the development of competence. Perspective Text Analysis can be used to analyze text materials for their conceptual relations so that they can govern learning situations. A theory of the construction of materials for the humanities and social sciences is also proposed as a new field of research. The isolation. Subjectivity is involved in grading no matter the approach taken. Even the term "grade inflation" is subjective. However, each university instructor needs to be accountable and fair in giving grades to students. (SLD)

ED 452 264 TM 032 551

Clardy, Pauline; Cole-Robinson, Cynthia; Jones, Terrence O'C.; Michie, Gregory
Investigation of Critical Issues in Curriculum through Documentary.
PUB DATE- 01
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; *Documentaries; *Educational Research; Elementary Secondary Education; Higher Education; *Minority Groups; Student Attitudes; *Videotape Recordings

This paper discusses video documentary as an alternative research method for exploring critical issues in education. The critical issues that are discussed are the in-school curriculum versus the nonschool curriculum, the devaluation and absence of the cultures of people of color, and the absence of student voice and alienation from the curriculum. Several examples of video documentaries are discussed. As education research continues to develop, it must cultivate a greater appreciation for the wisdom and experience of students and the quality they add to the understanding of their learning environments. Video documentary is one tool to bring this about. (Contains 55 references.) (SLD)

ED 452 265 TM 032 552

Holliday, Dwight C.
Using Cooperative Learning in a Middle School Computer Lab.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Centers; *Cooperative Learning; High Achievement; *Middle School Students; Middle Schools; Social Studies

The use of cooperative learning in a middle school computer laboratory was studied. Cooperative learning helps develop oral and group skills in middle school students as it allows them to socialize in an arena that does not always condone socializing. In this study, 4 heterogeneous groups were formed from 52 students, with male and female partners in each group. The task was the incorporation of a virtual field trip into group projects for social studies. Students were assigned the planning and creation of virtual travel to a foreign country, and they were to report to the computer laboratory once a week for this project. At the end of the virtual field trips, students were asked to apply the lessons they had learned to an

Making the Grade: A Report on SAT I Results in the Nation's Urban Schools.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Asian American Students; Black Students; *Grades (Scholastic); High Schools; Hispanic American Students; Income; Racial Differences; Sex Differences; Standardized Tests; Student Characteristics; Student Evaluation; *Urban Schools; White Students
IDENTIFIERS- Course Taking Patterns; *Scholastic Assessment Tests

This is the first comprehensive study to examine SAT I Math and Verbal test results for the nation's urban schools. This report, prepared in collaboration with The College Board, examines 1998-99 SAT I Math and Verbal test results in 58 Great City Schools (GCS) districts, analyzing test scores on: number of test-takers; race/ethnicity and gender; percentage of test-takers with core or more academic preparation; mean Math and Verbal Scores; mean scores by academic preparation, gender, and household income; mean scores of African Americans, Asian Americans, Hispanic Americans, and Whites; and achievement gaps by academic preparation, gender, race/ethnicity, and household income. About 1 million exams were administered nationally during 1998-99, with 10 percent of all test-takers nationally from the GCS. Test-takers nationally were more likely to be white. GCS test-takers were more likely to be African American or Hispanic. In both settings, females outnumbered males, and males had higher SAT I Math and Verbal scores. Average SAT I Verbal and Math scores nationally were about 10 percent higher than GCS scores. Overall, White students had the highest scores, and African American students had the lowest scores, in both settings. Six out of ten test-takers in both settings had taken core or more academic coursework. Average SAT scores increased as household incomes increased nationally and in the GCS. Document includes 2 tables and 37 figures. Appendices include: (1) Description of SAT I Math and Verbal Subtests; (2) Definition of "Core" and "Less than Core" Academic Preparation; and (3) Great City School District. SM)

ED 452 284 UD 034 061

Brown, Brett V.
Youth Attitudes on Family, Work, and Community Service: Implications for Welfare Reform. New Federalism: Issues and Options for States, Series A, No. A-47. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 10p.; Also supported by the Stuart Foundation.
LANGUAGE- English

the Department of Housing and Urban Development's Moving to Opportunity (MTO) experiment has assigned families from high-poverty Baltimore neighborhoods into three different groups. Experimental group families receive housing subsidies, counseling, and search assistance to move to private market housing in low-poverty census tracts. Section 8-only group families receive private market housing subsidies with no program constraints on relocation choices. A control group receives no special assistance under MTO. Outcome measures come from juvenile arrest records taken from the Maryland Department of Justice. Analysis of MTO data suggests large reductions (30-50 percent) in arrests for violent crimes among experimental and Section 8-only teens relative to controls. This paper describes the MTO experiment in detail, offers a conceptual framework, examines study data, presents key results, and discusses implications of the findings. (Contains 46 references.) (SM)

ED 452 302   UD 034 124

Reich, Kathy; Kelly, Lisa M.
Starting a Second Chance Home: A Guide for Policymakers and Practitioners.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 81p.; Funding also provided by Turner Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Family Programs; Parenting Skills; Program Evaluation; State Programs; Youth Programs
IDENTIFIERS- Maine; Massachusetts; New Mexico; Rhode Island; *Second Chance Programs; Tennessee

This guide outlines 10 basic steps for policymakers and practitioners interested in creating Second Chance Homes in their areas. Second Chance Homes provide stable, nurturing environments for teen families with access to child care, education, job training, counseling, and advice on parenting and life skills. The guide is based on interviews with program administrators in the five states with established Second Chance Home networks, on surveys of 36 Second Chance Home providers nationwide, and on interviews with current and former Second Chance Home residents. The chapters are: "What Are Second Chance Homes?: 'I Want the Best for My Daughter.' Katherine's Story"; "Step One: Defining Goals for Second Chance Homes. Putting the Pieces Back Together: Emerline's Story"; "Step Two: Recognizing Your Community's Needs"; "Step Three: Deciding Which Families To Serve. Serving Dads Too: 22 Park Avenue, Portland, Maine"; "Step Four (for Providers): Structuring Your Program. A Second Chance for Teen Moms in Foster Care: The Florence Crittenden Agency, Knoxville, Tennessee"; "Step Five (for Policymakers): Determining the State's Role. A Safe Haven: Jessica's Story and The Comprehensive Model: The Massachusetts Teen Living Program"; "Step Six: Getting Teen Parents in the Door. A Continuum of Care: Rhode Island's New Opportunity Homes"; "Step Seven: Selecting the Services You Will Provide. A State Responds to Welfare Reform: The Nevada Second Chance Homes Program"; "Step Eight: Finding Allies in Your Community. The First Statewide Network: New Mexico's Teen Parent Residence Program"; "Step on Regents examinations for all students; performance on Regents examinations for special education students; occupational education (general and part-time special education); special education students (full-time and part-time participants, movement to less restrictive environment, and participation in integrated settings); English LLS (ELLS) (participants, movement toward English proficiency, and student achievement); dropouts and graduates (class of 2000 and types of diplomas); other indicators (Scholastic Aptitude Test, scholarships, and student plans after graduation); and special education high school graduates. (SM)

ED 452 321 UD 034 145

Ventura, Stephanie J.; Martin, Joyce A.; Curtin, Sally C.; Menacker, Fay; Hamilton, Brady E.
Births: Final Data for 1999. National Vital Statistics Reports, Volume 49, Number 1.
PUB DATE- 01
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Order; *Birth Rate; Birth Weight; Early Parenthood; Health Behavior; Hispanic Americans; Infant Care; Infants; Life Style; Mothers; Obstetrics; *Population Trends; Pregnancy; Prenatal Care; Tables (Data)
IDENTIFIERS- Maternal Health

This report presents data on U.S. births using information from the birth certificates of the 3.96 million births in 1999. Data are presented for maternal demographics (age, live-birth order, race, Hispanic origin, marital status, and educational attainment); maternal characteristics (medical risk factors, weight gain, tobacco use, and alcohol use); pregnant women's medical care utilization (prenatal care, obstetric procedures, labor and delivery complications, birth attendant, and delivery method); and infant characteristics (gestation, birthweight, Apgar score, abnormal conditions, congenital anomalies, and multiple births). Birth and fertility rates are presented by age, live-birth order, race, Hispanic origin, and marital status. Data by mother's state of residence, month and day of birth, sex ratio, and father's age are included. Trends in fertility patterns and maternal and infant characteristics are described. Birth and fertility rates changed little in 1999. Teenage birth rates fell slightly. Rates for women age 20-24 years declined slightly. Rates for women in their late 20s and 30s rose slightly. Number of births to unmarried women, birth rate, and percentage of births to unmarried women rose about 1 percent each. Improvements in prenatal care utilization continued. Percentage of low birthweight was 7.6 percent. Preterm births were 11.8 percent. (SM)

ED 452 322 UD 034 146

Borman, Geoffrey D., Ed.; Stringfield, Samuel C., Ed.; Slavin, Robert E., Ed.
Title I: Compensatory Education at the Crossroads. Sociocultural, Political and Historical Studies in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 274p.
LANGUAGE- English

were higher for gifted students enrolled in the program sometime during their school career than for general education students. Graduation rates were higher for gifted students who remained in the gifted program than for gifted students who left for general education or for general education students. Though the gifted program retained more African American than White students, a substantial group of African American students went to the general education program. White students remained in the gifted program at a higher rate than they did in the general education program. Income was a factor in gifted students' graduation outcomes and grades, and standardized test scores varied by grade, program placement, race, and gender. (Contains 13 references.) (SM)

ED 452 339   UD 034 166

Kim, Jason J.; Lee, Hunhee K.; Crasco, Linda
Urban School Key Indicators of Science and Mathematics Education for the National Science Foundation's Urban Systemic Initiative Program.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Change; Elementary Secondary Education; Financial Support; *Mathematics Education; *Science Education; *Urban Schools

This paper describes the "Urban School Key Indicators of Science and Mathematics Education," a four-volume publication designed to visualize the educational reform progress of 21 urban school districts in the National Science Foundation's Urban Systemic Initiative (USI) program launched in 1994. The USI program is intended to be a catalyst for large-scale educational change affecting standards, curriculum, assessment, professional development, partnerships, and convergence of intellectual and fiscal resources, with constant attention to improving student achievement. The "Urban School Key Indicators of Science and Mathematics Education" culminates the first year and a half effort to collect and compile multiple-year reform progress data across the 21 sites using the Key Indicator Data System, which includes quantitative and qualitative data templates. Quantitative data include information on student demographics, academics, test scores, and teacher professional development and district and USI fund utilization. The Urban School Key Indicators report presents the quantitative and qualitative multiple-year reform data in a condensed graphic and text format. It provides a rationale for establishing a consortium for the urban school key indicators data warehouse designed to assist urban school districts, stakeholders, and research communities. (SM)

Prentice, Mary
Service Learning Programs on Community College Campuses. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Methods; Experiential Learning; School Community Programs; *Service Learning; *Student Participation; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest discusses service learning programs on community college campuses. Service learning integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Projects can range from brief, one-time-only experiences to a student commitment of 15 or more hours during a semester. Typically, such course options are offered as an alternative to more traditional classroom assignments. Often, students are given the option of participating in a service learning project over the course of the semester and writing a paper based on the experience instead of writing a traditional research paper. One component of service learning that sets it apart from co-op placements or internships is the requirement of reflection. This can be accomplished in various ways: within a reflective journal over the course of the semester, in a meeting with the class instructor once or twice during the term, or in an instructor-facilitated group with other service learning students. Some service learning program directors have recommended that service learning be noted on student transcripts and described in college catalogues, and the academic rigor of service learning be emphasized and demonstrated to faculty. Contains 12 references. (JA)

ED 451 858 JC 010 294

Yee, Jennifer A.
Learning the Culture and Language of the Media. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; This digest is drawn from "Building Successful Relationships between Community Colleges and the Media." "New Directions for Community Colleges," Number 100, Clifton Truman Daniel and Janel Henriksen Hastings, Eds., San Francisco: Jossey Bass, Summer 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Advertising; *College Administration; *Community Colleges; Institutional Cooperation; Mass Media; *News Media; *Newspapers; *Publicity; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest offers community college professionals insight into the culture and language driving the news media, with an

ED 451 878 JC 010 325

Serban, Andreea M.
Newcomers to Performance Funding: A Comparison of California's Partnership for Excellence to Other Performance Funding Programs. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; Community Colleges; *Educational Finance; *Performance Based Assessment; *State School District Relationship; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This study provides a brief overview of the current status of performance funding programs around the country, and compares California's Partnership for Excellence for Community Colleges with programs applicable to two-year institutions in five other states: Florida, Illinois, Missouri, South Carolina, and Tennessee. The comparative analysis follows the critical components of any performance funding program: purpose(s) of the program, performance indicators, indicator weights, funding levels, allocation methods, and success criteria. It also discusses the advantages and disadvantages of Partnership for Excellence as compared with the other five programs. The use of performance as a factor in funding public higher education institutions takes one of two forms: performance funding ties specific dollar amounts to measured institutional results on each of the designated indicators; performance budgeting allows governors and legislators to "consider" campus performance as one factor in determining the total allocation for an institution. In 1999, 30 states were using either one or both of these approaches. California's Partnership for Excellence (PFE) program includes five major goals: degrees, transfers, course completion, remedial education, and workforce development. For each indicator under the five goals, the state considers the 1995-96 data as baseline and provides targets to be achieved by the 107 community colleges by 2005-2006. Appended are the performance funding categories for two-year institutions in California, Florida, Illinois, Missouri, South Carolina, and Tennessee. (JA)

ED 451 879 JC 010 326

Payne, William H., Jr.; Head, Ronald B.
Follow-Up Survey of PVCC Graduates of the Class of 1997-98. Research Report.
PUB DATE- 00
NOTE- 39p.; Some text and tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Student Attitudes; Student Surveys; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Piedmont Virginia Community College

This report presents findings reported in the follow-up survey of Piedmont Virginia Community College (PVCC) graduates of the social norms. Participating in the study were 111 first, third, and fifth graders, the majority of whom were white, with a small number of Hispanic and Asian children. The gender roles related to children's play, hair length, occupations, and clothing. Moral norms included stealing money versus asking for it and pinching versus saying hello when meeting someone. Social norms included eating ice cream with fingers versus a spoon. The children's beliefs about the possibility of violating these norms and their attitudes about other children who violated them were also measured. Findings indicated that children displayed strong knowledge of the norms, although older children had somewhat greater knowledge of the gender norms. Beliefs about whether it was possible to violate the norms increased with age. There were few age differences in the evaluation of norm violations, but moral norm violations were seen as the most serious, followed by social, and least serious were gender role violations. There were notable differences in evaluations of various gender norms. (KB)

ED 451 897 PS 029 341

Leask, Linda, Ed.
Kids Count Alaska, 2000 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 143p.; For the 1999 Data Book, see ED 439 822.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Alaska Natives; Asian Americans; Blacks; Child Abuse; Child Neglect; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Juvenile Justice; Mortality Rate; One Parent Family; Poverty; *Social Indicators; Substance Abuse; Tables (Data); Trend Analysis; Violence; *Well Being; Whites; Youth Problems
IDENTIFIERS- *Alaska; Arrests; *Indicators

This Kids Count Data Book examines statewide trends in the well-being of Alaska's children. The statistical portrait is based on key indicators in six areas: (1) infancy, including prenatal care, low birth weight, and infant mortality; (2) economic well-being, including child poverty, children with no parent working full-time, and teen births; (3) education, including dropout rates, teens not in school and not working, and school achievement; (4) child safety, including child death rate, teen violent death rate, and child abuse and neglect; (5) juvenile crime, including arrests for violent crimes; and (6) health risks, including carrying a weapon, sexual activity, and tobacco use. Following an introduction describing the uniqueness of Alaska and summarizing the report's findings, the report details the indicators in the areas mentioned above. Among the findings, the report indicates that Alaska fared better than the national average in percentage of babies with low birth weight, births to teens, percentage of teens who drop out of school, and child poverty rates. Alaska fared at or near the national average for infant mortality rate, percentage of children with no parent working full-time, and percentage of single-parent families. Alaska fared worse than the national average for teen violent death rate, child death rate, and percentage of teens not in school and not working. The report concludes with suggested family resources and information on the indicator data sources. (KB) implications of nonmarital childbearing for mothers and children, and public perception of the situation versus reality. Contains 20 references. (EV)

ED 451 915 PS 029 375

Currie, Janet
Early Childhood Intervention Programs: What Do We Know? JCPR Working Paper Series.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Canadian Inst. for Advanced Research, Toronto (Ontario).
PUB DATE- 00
NOTE- 39p.; Additional support provided by the Brookings Roundtable on Children and the National Institute of Health.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cost Effectiveness; *Early Intervention; Educational Objectives; Literature Reviews; Outcomes of Education; *Preschool Education; Program Design; *Program Effectiveness; *School Readiness; Young Children
IDENTIFIERS- Project Head Start

Early intervention programs are a continuing focus of public interest and debate; questions center around defining quality in early intervention and how intervention affects children's lives. This paper reviews research on center-based early childhood education programs for children between birth and school entry that emphasize school readiness as a goal. Some of the programs include home visiting or parenting skills components, but the discussion excludes programs that have these components as their primary focus. The paper begins in section 1 with a discussion of reasonable goals for early intervention programs; the theoretical case for early intervention is then reviewed in section 2. An overview of the evidence regarding the effects of model programs appears in section 3, and a discussion of the evidence regarding large-scale public early intervention programs (such as Head Start) follows in section 4. While sections 3 and 4 focus on the issue of whether or not the programs work, section 5 peers into the "black box" of program design to discuss what is known about how they work: what can be said about the optimal timing, targeting, and content of early intervention programs on the basis of existing studies? The paper concludes with a discussion of the circumstances in which the benefits are likely to outweigh the costs of providing such programs. Contains 100 references. (EV)

ED 451 916 PS 029 376

Davey, Lynn
Maine KIDS COUNT 2001 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 81p.; For 2000 report, see ED 444 751. Funding also provided by the Maine Community Foundation, Fleet, and the Libra Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Evaluation Problems; *Outcomes of Education; *Preschool Education; Program Effectiveness; Program Evaluation; *Research Design; Research Problems; Scientific Methodology; Special Education
IDENTIFIERS- Child Care and Development Block Grants; Even Start; Migrant Education Program; Project Head Start; Temporary Assistance for Needy Families

At the request of a Senate subcommittee, this report describes the value of conducting impact evaluations, describes their current use in evaluating selected early childhood education and care programs, and discusses the value of other types of early childhood education and care studies currently promoted and sponsored by the Departments of Health and Human Services (HHS) and Education. Current government-sponsored studies were reviewed for 11 programs that fund early childhood education and care and that serve at least 25,000 children under age 5, including Project Head Start, Even Start, Migrant Education, and State, Preschool, and Infant and Toddler Grants for special education. The report notes that impact evaluations are considered by many to be the best method for determining the extent to which the program, rather than other factors, causes participant outcomes. The design of impact evaluation studies is discussed, with focus on methodological rigor, expense and time required, and ethical issues involved. Findings noted indicate that the two federal programs focused most on early childhood education, Head Start and Even Start, are currently being studied using impact evaluations with experimental designs. One HHS study of Head Start is a 6-year national impact study that will follow children through first grade. Evaluation of the Early Head Start program will collect information about 17 local programs and follow children to their third birthday. The 6-year Even Start evaluation will examine the effectiveness of 18 local programs. The report notes that although Congress mandated study of Even Start's effectiveness, it did not require that an impact evaluation be used. For the other nine programs, impact evaluations are not currently being used to study the effectiveness of the early childhood education and care services they support. The report concludes by noting that HHS and Education promote and sponsor many types of research and evaluation studies, thereby providing agencies with answers to a broad range of questions about program operation. (KB)

ED 451 935 PS 029 396

Anning, Angela; Edwards, Anne
Promoting Children's Learning from Birth to Five: Developing the New Early Years Professional.
PUB DATE- 99
NOTE- 184p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Caregivers; *Day Care; *Early Childhood Education; *Educational Environment; Educational Practices; Emergent Literacy; Foreign Countries; Interprofessional Relationship; Mathematical Concepts; Parent School Relationship; *Preschool Teachers; Professional Development; Public Policy; *Teacher Student Relationship

were tested at the beginning and conclusion of the 30-week intervention using subtests of the Observation Survey. A statistically significant difference between control and experimental groups was found prior to the intervention. After 30 weeks of intervention, the difference between the two groups was no longer statistically significant except in Writing Vocabulary. The experimental group scored higher than the control group in Writing Vocabulary after the intervention. Two years later, the students were tested for reading comprehension and cognitive ability using the Iowa Test of Basic Skills and the Cognitive Ability Test. The control group scored significantly higher than the experimental group; the difference decreased when scores were adjusted for cognitive ability. Findings suggest that a kindergarten literacy intervention can significantly increase the literacy scores of low performing students, and that at-risk students need more than one literacy intervention to retain the gains made in their kindergarten year. (HTH)

ED 451 952 PS 029 415

Firlik, Russ
Honoring Children's Rights to Quality Experiences in Preschool That Are Valued by Public School Kindergarten Educators and Administrators. Early Year's Summit.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Interprofessional Relationship; *Kindergarten; Kindergarten Children; Position Papers; *Preschool Children; *Preschool Curriculum; *Preschool Teachers; Primary Education; School Readiness; Teacher Attitudes; *Teacher Expectations of Students; *Transitional Programs
IDENTIFIERS- New Canaan Public Schools CT; *Transitional Activities

In New Canaan, Connecticut, several meetings were convened to communicate kindergarten expectations as they relate to the 14 preschools that feed into 3 public elementary schools in New Canaan, and to develop and systemize more effective and efficient transitional practices from the preschool arena to the public school setting. Attending the meetings were 14 preschool directors and their teachers, 17 public school kindergarten staff, and 3 elementary school principals. The outcomes of the meetings were twofold: (1) communication to the preschool population that public school kindergarten curricula were not strictly academically oriented; and (2) an examination of what preschoolers are expected to experience prior to entering kindergarten. A questionnaire was developed to educe the expectations from kindergarten teachers that would be shared with preschools. Four categories of experiences were judged most important by kindergarten teachers: social competencies, communication/language, independent skills, and fine and gross motor experiences. After lengthy discussion, the directors and preschool teachers were in agreement with the expectations. Directors indicated that they would plan specific strategy sessions to better inform their parents about their program and goals based on the agreed upon kindergarten expectations. The final decision of the group was to collaboratively write a position paper to serve as a directive for preschools and the anchor for the kindergarten philosophy that permeates the New Canaan Public Schools. (The position

NOTE- 19p.; Paper prepared at the American Indian and Alaska Native Education Research Agenda Conference (Albuquerque, NM, May 30-June 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indian History; American Indians; Culturally Relevant Education; Educational Change; *Educational History; *Educational Research; Elementary Secondary Education; Federal Indian Relationship; *Research Needs; *Role of Education; Self Determination; *Tribally Controlled Education
IDENTIFIERS- Bureau of Indian Affairs Schools; *Reform Strategies

As background for discussion of an educational research agenda for American Indians and Alaska Natives (AI/AN), this paper reviews the role and purpose of school, recent social changes in Native communities, and a brief history of AI/AN education. Four broad goals of American schooling are noted, and the need for AI/AN communities to define the purpose or mission of their schools is emphasized. In recent decades, Native communities have been affected by changes in family structure; increasing poverty, violence, and substance abuse; attractions of the material American world; and television. A historical review of Indian education begins with the assimilationist role that education played for centuries after contact. This role started to erode in the 1930s when allotment of Indian lands ended, recommendations of the Meriam Report were implemented, and Bureau of Indian Affairs (BIA) schools were localized. Reforms resumed in the 1960s with Headstart, and in the 1970s some educational governance was placed in the hands of Native parents and communities. In the 1990s, self-determination legislation allowed tribes to start new schools or take over the operation of BIA schools. The effective schools movement focused on the improvement of educational opportunities for low-achieving students. With these reforms moving to create dynamic learning environments for AI/AN students, the traditional ways of transmitting knowledge from one generation to the next are being recognized, leading to a radical change in school improvement planning. Recommendations for Indian education research focus on emphasizing early childhood education and training for parenthood; ensuring a school environment conducive to learning; improving the quality of teachers and teaching; providing a challenging curriculum; and ensuring that AI/AN children with disabilities receive a free, appropriate education in the least restrictive environment. An addendum presents effective schools correlates. (Contains 25 references.) (TD)

ED 451 971 RC 022 632

Katu Kalpa: Report on the Inquiry into the Effectiveness of Education and Training Programs for Indigenous Australians.
PUB DATE- 00
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Bilingual Education; Child Health; *Cultural Differences; Culturally Relevant Education; Educational Assessment; Educational Attainment; *Educational Policy; Elementary Secondary Education; Extended Family; Foreign Countries; *Indigenous Populations; Literacy;

The Montana Small Schools Self-Evaluation Guide, 2000.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Institutional Characteristics; *Institutional Evaluation; *Self Evaluation (Groups); *Small Schools
IDENTIFIERS- *Montana; *School Performance Indicators

The Montana School Accreditation Standards require every Montana school to conduct a self-evaluation at least every 10 years. For some small Montana schools this has been an informal process and often more anecdotal than data driven. Using the Montana Statewide Education Profile as a model, a committee of county superintendents, teachers, and school board members developed this self-evaluation guide, which may be tailored to each district and school. For each of 10 indicators, the guide outlines information that the district might want to include in its self-evaluation. The indicators are: (1) program offerings and courses (ratings and plans of action for curriculum, textbooks, and supporting materials in subject areas and special programs); (2) environment for learning (community support, district information to the community, trustees, student behavior problems, related school policies); (3) student achievement and use of assessment results in various subjects and grade levels; (4) school success (district honors, high school completion rate, follow-up on former students, accreditation status, changes in school or district); (5) student services and extracurricular activities; (6) school finance (district costs, revenues, tax levies, revenue allocation, per pupil expenditures by function); (7) school staffing, teacher characteristics, and teaching conditions; (8) student involvement in learning, transitional factors, and attendance; (9) school facilities; and (10) student characteristics. School districts may access an interactive online version of this guide, which contains links to related resources. (SV)

ED 451 989 RC 022 926

Morton, Claudette, Ed.
Technology Planning for Montana's Schools.
SPONS. AGENCY- ARCO Foundation, Los Angeles, CA.
PUB DATE- 98
NOTE- 73p.; Printed and distributed by the Montana Office of Public Instruction.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Federal Aid; Grantsmanship; *Needs Assessment; Resource Materials; *Technology Planning
IDENTIFIERS- *E Rate (Internet); Montana; Technology Integration

Although Montana has not required school districts to write technology plans, districts need such plans to apply for technology grants and the E-rate discount on Internet service.

the community will benefit from the program. Regarding prevention approaches that are most appropriate in American Indian communities, several principles emerge: using American Indians as staff whenever possible, and incorporating cultural concepts within the programs. Because American Indian culture varies across communities, it is important to design programs that are relevant to local norms, values, and conditions. Prevention programs should empower people by enabling participants to identify with and function in their community and the dominant society, and by assuring that individuals in the community can continue the programs. A comprehensive community program should involve a variety of approaches that fit together in a mutually supportive and beneficial manner and strengthen the community and family, not just individuals. Finally, programs must ensure that the interventions are adequate and maintain fidelity across sites. (Contains 95 references.) (TD)

ED 452 006   RC 022 943

Sage, Grace Powless
Worldview, Identity, and Prevention in American Indian Communities.
PUB DATE- 01
NOTE- 15p.; In: Health Promotion and Substance Abuse Prevention among American Indian and Alaska Native Communities: Issues in Cultural Competence; see RC 022 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcoholism; *American Indian Culture; American Indians; Community Cooperation; *Cultural Awareness; Cultural Differences; *Drug Abuse; Health Promotion; *Holistic Approach; Mental Health; Prevention; Program Design; World Views
IDENTIFIERS- Ceremonies; *Cultural Sensitivity; *Healing

Those who come from non-American Indian cultures have dominated traditional models for healing and prevention. The assumption that current training strategies, program manuals, and levels of competence with regard to cross-cultural skills and knowledge are sufficient is arguable. If training programs for mental health, physical health, and substance abuse programs genuinely intend to integrate the sociocultural environment, it is imperative that they begin to define community, prevention, networking, collaboration, and healing as they relate to cultural understanding and awareness. Treatments must incorporate all elements of healing and prevention, and include persons from within the cultural context and community to offer appropriate interpretations and analyses. Ideally, the process will be ever-expanding and inclusive of the role of culture, context, community, and competence. It is incumbent on practitioners to seek and understand American Indian cultures and to support existing Native practices of healing and prevention. Prevention and intervention concepts are often embedded in traditional ceremonies that involve the individual in community-wide problem solving and healing. The integration of traditional healing practices with contemporary healers can create a blend of realistic and culturally congruent services. (TD)

ED 452 007   RC 022 944

Mohatt, Gerald; Hazel, Kelly L.; Mohatt, Justin W.

Washington, DC. Office of Space Science.
PUB DATE- 00
NOTE- 139p.; Also includes CD-ROM.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Elementary School Science; Intermediate Grades; Junior High Schools; Mathematics Education; *Science Activities; *Space Sciences; Teaching Guides
IDENTIFIERS- Earth; Sun

This guide is aimed at helping students arrive at a clear understanding of seasons as they investigate the connections between the sun and the earth. Activities include: (1) "Name the Season"; (2) "Sun-Earth Survey"; (3) "Trip to the Sun"; (4) "What Shape is Earth's Orbit?"; (5) "Temperatures around the World"; (6) "Days and Nights around the World"; (7) "Tilted Earth"; and (8) "The Angle of Sunlight/Seasons Unraveled." A CD-ROM offers a collection of helpful resources, software programs, and Web links. (Contains 31 resources.) (ASK)

ED 452 027 SE 064 380

Pujol, Alfonso
Educating for Creative Thinking in Engineering.
PUB DATE- 98
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (18th, Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Thinking; Creativity; Educational Environment; *Engineering Education; Foreign Countries; Higher Education; Teaching Methods; *Technology Education
IDENTIFIERS- Argentina

The present rush to liberalize the economy in most countries, is for some people a matter of principles and, for others, the hard cost of getting rid by "elimination" of the vices derived from statism and protectionism. In many countries, that kind of economic structure had crystallized their productive systems as a consequence of restrictions imposed on individual and group initiative, and made it difficult to keep pace with the rest of the world. Particularly in societies on their way to development, an always increasing number of individuals had found it easier to fulfill their ambitions by viciously taking advantage of the condescend complicity of their fellow citizens. The problem is that it is easier to get rid of economical systems than to change behavioral patterns. In the field of technical education, that slackened behavior makes goals almost unattainable. Creative thinking, prime mover of technical innovation and scientific and technological research, has been one of the principal casualties of that behavior. The article recalls some well-known educational principles and teaching practices, in order to help delineate policies and the strategic management of technical education. Even if they may seem obvious by themselves for an observer of an already well organized society it is not such a simple matter for somebody from an "emerging" nation. It will be a good contribution if the article is of some help to the work of deciding which

Ohland, Matthew W.; Anderson, Tim
Studying the Contribution of Programs at Eight Engineering Colleges toward Student Success.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 8p.; Paper presented at the International Conference on Engineering Education (Prague, Czech Republic, August 10-14, 1999). Sponsored by a National Science Foundation Postdoctoral Fellowship for Science, Mathematics, Engineering, and Technology Education (PFSMETE) award.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Engineering Education; *Evaluation; Higher Education; *Longitudinal Studies; *Mentors; *Program Effectiveness; Teaching Methods
IDENTIFIERS- National Science Foundation

The use of a longitudinal database to study the impact of a variety of student programs on student success is discussed. This study addresses the question of which programs and groups of programs most strongly influence student success. Programs designed to help engineering students at eight colleges are studied in order to determine the factors that significantly contribute to student success. Types of programs in this study include mentoring programs, summer residential programs, and engineering orientation programs. Student success is measured by graduation rates, grade point averages, and time-to-graduation. Although the primary study is still a work in progress, its potential to be a landmark study of this type makes it desirable to discuss the research study at its present stage. A longitudinal database under continuing development by the National Science Foundation-sponsored by Southeastern University and College Coalition for Engineering Education (SUCCEED) is used in this study. The database covers all entering cohorts from 1987 to the present. The longitudinal database is particularly useful for establishing control groups from the general population of engineering students, since data from all eight engineering colleges are placed in a common format. (Contains 34 references.) (Author/SAH)

ED 452 048 SE 064 601

Whale, MacMurray D.; Cravalho, Ernest G.
A Design-Oriented Approach to the Integration of Thermodynamics, Fluid Mechanics, and Heat Transfer in the Undergraduate Mechanical Engineering Curriculum.
PUB DATE- 99
NOTE- 13p.; Paper presented at the International Conference on Engineering Education (Ostrava, Prague, Czech Republic, August 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Design Build Approach; Engineering Education; *Fluid Mechanics; *Heat; Higher Education; Integrated Activities; Teaching Methods; *Thermodynamics; *Undergraduate Study
IDENTIFIERS- *Massachusetts Institute of Technology

This paper describes two parallel efforts that attempt to implement a new approach to the teaching of thermal fluids distance delivery on student performance in a science course. Academic outcomes and interactions were compared among students (n=44) enrolled in two sections of an upper level histology course taught over the course of a single semester by the same instructor. Eleven students took the course entirely online, while 33 took the course in a traditional, on-campus format. Although the performance of both groups on a content pre-test was indistinguishable, at the end of the study, students in the online group significantly outperformed their peers in the on-campus group on a content post-test. The online group also demonstrated a greater frequency of interpersonal interactions. Further investigation of the topic and content of interactions revealed that although students in the online group initiated a smaller percentage of content-related interactions, these interactions demonstrated higher levels of thought and abstraction than those generated by the on-campus students. (Contains 18 references.) (Author/SAH)

ED 452 070 SE 064 671

MacIsaac, Dan; Sawada, Daiyo; Falconer, Kathleen
Using the Reformed Teaching Observation Protocol (RTOP) as a Catalyst for Self-Reflective Change in Secondary Science Teaching.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Reflective Teaching; *Science Instruction; *Science Teachers; Secondary Education; Teaching Methods
IDENTIFIERS- *Reform Strategies

This report examines the feasibility of using a measurement instrument, the Reformed Teaching Observation Protocol (RTOP), to catalyze teacher self-reflective change. RTOP was used in a summer course as a tool to help understand and even operationally define reform teaching. RTOP assesses four major pedagogical domains: (1) lesson design and implementation; (2) propositional and procedural knowledge; (3) communicative interactions; and (4) student-teacher relationships. Of the current instruments, RTOP is the only one satisfying the following criteria: (1) focused on math and science; (2) aimed at classroom K-20; (3) focused exclusively on reform rather than general characteristics such as classroom management, lesson closure, etc.; (4) brief to administer; (5) very high inter-rater reliability; (6) factor analyzed for construct validity; (7) proven predictive validity; and (8) readily available training and reference manuals. (Contains 41 references.) (SAH)

ED 452 071 SE 064 672

Forgasz, Helen J.
Mathematics: Still a Male Domain? Australian Findings.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Funding for this study also provided by the Faculty of

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Mathematics Education; *Parents as Teachers; *Peer Teaching; *Science Education

In previous centuries, traditional conceptions of teaching emphasized direct instruction--the transmission of information from the professional teacher to the learner. However, recent years have seen a vast increase in both the quantity and accessibility of information within and outside of schools. Irrespective of class size, social interaction between individual pupils and professional teachers will always be scarce. Consequently, the professional teacher increasingly works indirectly as a manager of effective learning, an arrangement that may be supported by peer- or parent-assisted learning. The focus of this document is on learning by school-age children assisted by the family and/or peers and supported and managed by professional teachers. It provides an outline of the essential concepts of peer-assisted and parent-assisted learning, followed by discussion of specific practical evidence of its use in mathematics, science, and information and communications technology. (ASK)

ED 452 093 SE 064 721

Hammrich, Penny L.; Richardson, Greer; Livingston, Beverly
The Sisters in Science Program: A Three Year Analysis.
PUB DATE- 01
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Education; Equal Education; *Females; Gender Issues; *Learning Activities; Mathematics Education; Middle Schools; *Minority Groups; Science Education; Self Esteem; Urban Areas
IDENTIFIERS- Diversity (Groups); Systemic Educational Reform

In 1974, the Women's Educational Equity Act expanded math, science, and technology programs for all females. Current reform movements focus on providing more equitable education by changing the curriculum, teaching, and assessment. Research suggests that girls and boys currently receive different education and that girls have less exposure to science equipment than boys. The Sisters in Science (SIS) Program focuses on fourth and sixth grade students, its goals being to increase: (1) interest, achievement, self-esteem, environmental awareness, career awareness, and attitudes in the areas of mathematics and science; (2) inservice and preservice teachers' knowledge of the relationship between gender and effective instruction; and (3) parental knowledge of the importance of science and mathematics education in the lives of their children. (Contains 36 references.) (YDS)

ED 452 094 SE 064 722

Hammrich, Penny L.; Richardson, Greer M.; Green, Tina Sloan; Livingston, Beverly
Sisters in Science: Using Sports as a Vehicle for Science Learning.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- lck); and (13) "Science Education in Korea: New Curriculum and Challenges" (Hyonyong Lee, Roseanne W. Fortner, and,Reference Materials - General (130)
DESCRIPTORS- Area Studies; *Cultural Context; *Geographic Regions; Higher Education; Instructional Materials; Maps; Optical Data Disks; *Physical Geography; Secondary Education
IDENTIFIERS- *Palau

This CD-ROM contains information about the Republic of Palau, a sovereign state in the Pacific Ocean. The CD-ROM contains full-color photos and video clips of selected sites and events on Palau; interactive maps of Palau, including land forms, places of cultural significance, and public schools; and a glossary of geographic, geological, and cultural terms. It has a search function that allows users to locate information easily. Seven different sections of the CD-ROM can be accessed from the main menu: Search, Help, View All Articles, View All Video, Credits, References, and Maps. (BT)

ED 452 115   SO 032 587

Art of the Pacific Islands. CD-ROM .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.; Minimum system requirements: Any PC or Macintosh with multimedia capabilities, at least 16MB RAM and CD-ROM drive. PCs require Windows 95 and 486 processor (or higher) for optimum performance. Macs require at least OS 8.0. Created in partnership with Pacific Learning Services, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- lck); and (13) "Science Education in Korea: New Curriculum and Challenges" (Hyonyong Lee, Roseanne W. Fortner, and,Reference Materials - General (130)
DESCRIPTORS- Area Studies; *Art Education; *Art Products; *Cultural Context; Foreign Countries; Handicrafts; Higher Education; Interdisciplinary Approach; Optical Disks; Secondary Education
IDENTIFIERS- Artifacts; Melanesia; Micronesia; *Pacific Islands; Polynesia

Oceanic art has long been recognized for its quality and its influence on Western art. This CD-ROM presents over 100 of the finest examples of art from the Pacific region in the form of museum photos, contemporary video segments, and music. The CD-ROM includes such artifacts as masks and carvings from Melanesia, canoes and storyboards from Micronesia, and tapa and feather cloaks from Polynesia, accompanied by historical and cultural descriptions. The CD-ROM has six sections that can be accessed from the main menu: View Art, Search, Index, Resources, Help, and About this CD. All the artifacts collected on the CD can be accessed by country, usage, or keyword, making it possible to easily incorporate Pacific Island art into a variety of disciplines and grade levels. Classes in art, social studies, geography, history, humanities, health, and environment will be enriched by the material on the CD-ROM as will curricula organized by multi-disciplines. (BT)

ED 452 116   SO 032 625

Torney-Purta, Judith; Lehmann, Rainer; Oswald, Hans; Schulz, Wolfram
Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen.

references.) (Author/BT)

ED 452 137 SO 032 709

Huberman, Audrey
A Narrative Inquiry into the Development of a Women's Organization: Taking a Step for the Big Picture.
PUB DATE- 99
NOTE- 47p.; Final paper for University of Toronto Ontario Institute of Studies in Education Department of Curriculum, Teaching, and Learning course 4801H, "Narrative and Story in Research and Professional Practice."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Electronic Mail; Field Interviews; Field Studies; Foreign Countries; Higher Education; *Organizational Development; *Technological Literacy
IDENTIFIERS- Canada; Narrative Inquiry; Networking; New Media; Story Frames; *Womens Organizations

This paper begins by reproducing an e-mail concerning the Wired Woman Toronto (WWT) organization, an e-mail which forms the first of four intertwined types of field texts that inform a narrative inquiry--the second is "story," the third is "research interview," and the fourth is "letter writing." The paper's framework takes the form of a story about the beginning and continuance of this women's organization, WWT, and about its meetings; the field texts are dispersed throughout the narrative account as they shape the ensuing journey. The first e-mail correspondence in the paper explains that the Wired Women Society is a Canadian-founded, non-profit group that focuses on creating a "comfortable and exciting environment" in which women can learn more about technology and the opportunities available in new media industries. The paper concludes that the place the women have made for themselves, the third dimension in 3-dimensional narrative inquiry space, is yet another area that can be explored within a subsequent and broader inquiry, and that a faint outline of the "larger journey" can be seen as a result of this paper, the preliminary exercise. Many of the issues raised in the interview with Denise and Christina surface in the author's final paper for the Ontario Institute of Studies in Education course "Women as Change Agents in Educational Systems," the overlap pertaining to the camaraderie and sense of lineage that emanate from women's relationships and the achievements realized by women in a male dominated society. An interview transcript is appended. (BT)

ED 452 138 SO 032 712

Macgillivray, Ian K.
Implementing School Policies That Include Sexual Orientation: A Case Study in School and Community Politics.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Support; Educational Research; Elementary Secondary Education; *Local Issues; *School Policy; *Sexual

Classroom situations) (055)
DESCRIPTORS- Educational Change; *Educational Environment; Elementary Secondary Education; Instructional Leadership; Leaders; Principals; *School Culture; Teachers
IDENTIFIERS- Learning Communities

This book shows educators how to transform a school's culture so it welcomes learning. It offers important conditions in a school's culture that support the renewal of the school and those who live and work there. The book discusses what truly makes a difference for students in schools, asking questions to guide teachers in daily practice. It shows teachers and administrators how to build a community of learners and leaders; create conditions for learning; examine conditions and hidden capacities that can promote continuous learning and change; and inspire and challenge the notion of the schoolhouse and the people who work there. Throughout the book, several conditions for learning encourage high expectations, risk taking, playfulness, inventive irreverence, and a lifelong love of learning. Fifteen chapters discuss: (1) "Thinking Otherwise"; (2) "Culture in Question"; (3) "A Community of Learners"; (4) "Information Rich and Experience Poor"; (5) "Exploration"; (6) "Craft Knowledge"; (7) "Reflection"; (8) "Teacher Leadership"; (9) "Impediments and Opportunities"; (10) "Teachers and Principals"; (11) "On Becoming a Principal"; (12) "Conditions for Learning"; (13) "Some Questions"; (14) "Risk"; and (15) "Coming To a Vision." Two appendices offer a letter to parents and some thoughts on conditions for learning in any school setting. (SM)

ED 452 158 SP 039 889

Tobacco Use Prevention Education. K-12 Lesson Plans from the Montana Model Curriculum for Health Enhancement.
PUB DATE- 01
NOTE- 115p.; Seven pages have been excluded because of copyright restrictions.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advertising; Child Health; *Comprehensive School Health Education; Decision Making; Elementary Secondary Education; Health Behavior; Health Promotion; Mass Media; Physical Health; Resistance to Temptation; *Smoking; *Tobacco
IDENTIFIERS- Montana; Nicotine; *Risk Reduction; *Tobacco Industry

This publication presents K-12 tobacco use prevention lesson plans for schools in the state of Montana. Lessons for students in grades K-6 include: family connections; body tracing; smokeless tobacco; prenatal development; tobacco look-alikes; tobacco chemicals; analyzing tobacco and alcohol ads; tobacco use and the lungs; and a personal health survey. Lessons for students in grades 7-12 include: assertiveness and tobacco; long-term effects of tobacco on the body; tobacco advertising; decision making; understanding choices; resisting temptation; drugs and crime; nicotine addiction; the media myth; and the tobacco industry. Each lesson includes: the objective; life skills addressed; teaching facility required; necessary equipment and materials; information; classroom arrangement; instructional strategies; and resources. (SM)

ED 452 159 SP 039 890

Tobacco Use Prevention and Education Program Evaluation Report, for teachers can increase their motivation to improve instruction. Data were collected from nine randomly chosen states. Each state's average teacher salary was compared to that state's per capita income. Ratios were constructed with the information and correlated to students' average performance on the National Assessment of Educational Progress mathematics assessment in grades 4 and 8, by state, for the years 1995-97. Though the resulting correlations did not show statistical significance, the general trend was a negative relationship. This implies that the better the teachers' salaries relative to other salaries in the area, the worse the students' performance. This could be due to the theory that teacher salary depends on the local teacher market and the concept of supply and demand. (Contains 14 references.) (SM)

ED 452 178 SP 039 915

Obiakor, Festus E.
Transforming Teaching-Learning To Improve Student Achievement.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the Institute for the Transformation of Learning (Milwaukee, WI, October 26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Diversity (Student); *Educational Improvement; Educational Quality; Elementary Secondary Education; Faculty Development; Student Motivation; Teacher Effectiveness; Teaching Skills
IDENTIFIERS- Learning Communities

This paper examines how the teaching-learning process can be transformed to accurately define good schools where students achieve (and improve) academically, presenting transformation ideas that are encapsulated in a hypothetical ideal school. To transform the teaching-learning process, students must be self-motivated, teachers must be dedicated to excellence, parents must be equal partners, communities must be self-directed, and governments must be involved. There must be a belief that every child can learn. In an ideal school, all students' potential would be maximized to the fullest. Diversity among both students and teachers would be highly valued, and opportunities for growth would be created by well-prepared teachers. The ideal school would have four basic operational dimensions: functioning with a Comprehensive Support Model, becoming a learning community, becoming a place to master the craft of teaching, and fostering a multidimensional teaching-learning process. (Contains 27 references.) (SM)

ED 452 179 SP 039 917

Celep, Cevat
Teachers' Organizational Commitment in Educational Organizations.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; High Schools; Secondary School Teachers; *Teacher Attitudes; Teacher Collaboration; Teaching Conditions; *Teaching (Occupation)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; Elementary Secondary Education; Foreign Countries; Higher Education; Legal Responsibility; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; *Teacher Responsibility
IDENTIFIERS- Australia; *Child Protection; United Kingdom; University of South Australia

This study examines how Australian and British preservice training programs incorporate child abuse intervention. Australian student teachers complete compulsory training in mandated notification as part of their program. Evaluation of student teachers who completed the training indicated that they highly valued it, though they were confused about who mandated reporters were, categories of child abuse and neglect, and whether or not they had civil immunity if they reported in good faith. Confusion about policies and procedures directly influenced their confidence in identifying and reporting. In the United Kingdom, pressure over performance standards has left the issue of child welfare on hold, though one standard states that qualified teachers should demonstrate a working knowledge and understanding of teachers' legal liabilities and responsibilities. Surveys of student teachers who participated in training with the newly developed Child Protection in Initial Teacher Training Tutor Pack indicated that this course needed to be integrated into, not grafted onto, the main program. Though most students believed teachers had a role in child protection, many expressed anxiety and confusion over the issue, including those who felt confident in their role related to child protection. Students wanted more thorough training on child protection. (Contains 63 references.) (SM)

ED 452 199 SP 039 945

Physical Education Guide to Implementation: Kindergarten to Grade 12. The ABCDs of Physical Education.
PUB DATE- 00
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Classroom Techniques; Diversity (Student); Educational Quality; Elementary Secondary Education; Equal Education; Evaluation Methods; Foreign Countries; Health Promotion; Life Style; Physical Activities; Physical Activity Level; *Physical Education; Planning; Program Development; Special Needs Students; State Standards; Student Evaluation; Wellness
IDENTIFIERS- *Alberta

This guide is intended to assist teachers in Alberta, Canada, implement the prescribed outcomes found in the "Program of Studies for Physical Education, Kindergarten To Grade 12." It is also designed to help students have the opportunities to develop the knowledge, skills, and attitudes necessary to lead an active, healthy life. Four sections present "Program of Studies"; "Planning for Quality Learning Experiences" (meeting student needs, equity and diversity, adapting instruction for students with special needs, instructional strategies, classroom management, creating a safe learning environment, intramural and interschool activities, and program planning); "Assessment, Evaluation and Communication of Student Learning" (including guiding principles); and "Grade-Specific

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; *Educational Testing; Elementary Secondary Education; *High Stakes Tests; Scores; *State Programs; Test Results; *Test Use; Testing Programs

This theme issue focuses on the use and consequences of high stakes tests. The lead article, "High-Stakes Testing: Too Much? Too Soon?" by Sherry Freeland Walker, introduces the topic and related issues, outlining the pros and cons of high stakes testing by the states. The problem, some experts say, is that states have tried to do too much too soon without the proper preparation and support for everyone involved. "The History of Testing," by Sherry Freeland Walker, traces the growth of high stakes testing through the last half century and in the present context of the standards movement. "High-Stakes Assessments Bring Out the Critics," by Jennifer Dounay, discusses a number of criticisms of high stakes testing and some responses from the public. "Why Is 'Teaching the Test' a Bad Thing?" by Lorrie Shepard, explores the issues of test score inflation, curriculum distortion, and safeguards against political pressures in testing. "How States Are Responding to Low-Performing Schools," by Katy Anthes, Susie Saavedra, Judie Mathers, and Jane Armstrong, describes the interventions states with high stakes accountability systems are using with low performing schools. The effects of high stakes tests on teacher education are outlined in "High-Stakes Testing Pressures Teacher Education" by Michael Allen. Other articles in this issue are: (1) "Maryland Moves toward Intervention" (Mary Fulton); (2) "Texas Test Withstanding Court Scrutiny" (Jill Weitz); (3) "Why Do We Need High-Stakes Assessments?" (Michael Sentance); (4) "Poor Test Results Lead to Math Consortium"; and (5) "Performance Management, Not Just Accountability" (Peter Robertson). (SLD)

ED 452 220 TM 032 505

Cromey, Allison; van der Ploeg, Arie; Masini, Blase
The Call for Data-Driven Decision Making in the Midwest's Schools: NCREL's Response.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Analysis; Data Collection; *Decision Making; Educational Improvement; Educational Research; Elementary Secondary Education; *School Districts; *Systems Development
IDENTIFIERS- *North Central Regional Educational Laboratory; United States (Midwest)

This report describes the efforts of the North Central Regional Educational Laboratory (NCREL) during the last several years to respond to direct requests from educational stakeholders to help integrate data into their decision-making processes related to school improvement. In some cases, NCREL cooperated in the development of educational decision-making tools, and in others, NCREL began by helping teams of practitioners use data to reinforce their curricular and instructional decisions. This work has created the platform from which NCREL will launch a significant portion of its work over the next 5 years. It has also contributed to the development of a portfolio of decision-making tools, initially conceived as a "21st Century Evaluation Portfolio" and later reframed as a collective Web site of data-starting point for studies in this field is a test that contains materials grouped according to the degree of difficulty in comprehension. The degrees of difficulty are related to three commonly accepted scientific models that build on the conceptual relations of behaviorism, cybernetics, and Gestalt psychology. Texts related to these models have been analyzed and their quality determined through Perspective Text Analysis. The materials can be compared with texts written by students as a way of defining the students' knowing or competence. The final part of this paper provides examples of prototypical studies in this area, showing some possible lines to follow when one wishes to introduce a humanistically based theory of materials into learning and judgment situations. (Contains 68 references.) (Author/SLD)

ED 452 241 TM 032 527

Review of Selected Information from Schools with a Block Scheduling Waiver.
PUB DATE- 00
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Block Scheduling; *High Schools; Scores; *Standardized Tests; *Test Results
IDENTIFIERS- *Georgia

This review focuses on 128 high schools in Georgia that have completed at least one full year under block scheduling. Information presented includes scores on the Georgia High School Graduation Tests, Scholastic Assessment Test scores, and Advanced Placement examination scores. The review is merely a summary of selected descriptive information, and the efficacy of block scheduling is not evaluated. Information is grouped according to the number of years block scheduling has been in effect: (1) one school with 5 years of experience; (2) four schools with 2 years; (3) 40 schools with 3 years; (4) 43 schools with 2 years; and (5) 40 schools with 1 year. The data are for schools with the 4x4 block schedule and those with the eight-block schedule. (Contains 128 charts.) (SLD)

ED 452 242 TM 032 528

Reaching Higher. A Parent's Guide to the Washington Assessment of Learning. Revised = Para llegar mas arriba. Una guia para padres sobre la evaluacion del aprendizaje de los estudiantes del estado de Washington (Washington Assessment of Student Learning). Revisado.
PUB DATE- 00
NOTE- 100p.; Produced in conjunction with the Center for the Improvement of Student Learning.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Guides; Parent Participation; *Parents; *Scoring; Spanish; Standardized Tests; *State Programs; *Testing Programs
IDENTIFIERS- Washington; *Washington Assessment of Student Learning

This guide in English and Spanish is designed to answer questions individual experience. This exercise, a "visit" to an individual location, served as the application part of the 9-week term grade. An overall result of the project was that the computer skills of all students improved. There was a significant relationship between cooperative learning and the students' academic achievement. There was no significant enhancement based on group demographics and gender on the learning of computer skills. The high-achieving students were less likely to enjoy the cooperative learning experience, but most students enjoyed working with partners and taking the virtual field trip. Students who did not have computer access at home were able to close the gap to approach their more experienced classmates during the learning project. Student responses from the interviews and the survey confirmed that most had an increased interest and success in learning new computer skills. The implications of the findings for the design of cooperative learning for middle school students are discussed. Eight appendixes contain the student survey and materials used in its scoring and other aspects of the study. (Contains 20 references.) (SLD)

ED 452 266 TM 032 553

Yu, Chong Ho
Misconceived Relationships between Logical Positivism and Quantitative Research: An Analysis in the Framework of Ian Hacking.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; *Research Methodology
IDENTIFIERS- *Logical Positivism

Although quantitative research methodology is widely applied by psychological researchers, there is a common misconception that quantitative research is based on logical positivism. This paper examines the relationship between quantitative research and eight major notions of logical positivism: (1) verification; (2) pro-observation; (3) anti-cause; (4) downplaying explanation; (5) anti-theoretical entities; (6) anti-metaphysics; (7) logical analysis; and (8) frequentist probability. It is argued that the underlying philosophy of modern quantitative research in psychology is in sharp contrast to logical positivism. Putting the labor of an out-dated philosophy into quantitative research may discourage psychological researchers from applying this research approach and may also lead to misguided dispute between quantitative and qualitative researchers. What is needed is to encourage researchers and students to keep an open mind to different methodologies and apply skepticism to examine the philosophical assumptions instead of accepting them unquestioningly. (Contains 1 figure and 75 references.) (Author/SLD)

ED 452 267 TM 032 555

Wasserman, David
Moving Targets: Student Mobility and School and Student Achievement.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; *Citizen Participation; Community Leaders; Elementary Secondary Education; *Employment; *Family Structure; Marriage; Racial Differences; Student Attitudes; *Welfare Reform

This brief presents trends in youth attitudes in three areas relevant to welfare reform: family formation and parenting, work and work preparation, and community service. The data in this study come from the 1985-99 Monitoring the Future survey, a nationally representative annual survey of high school seniors that monitors changes in attitudes, beliefs, and behaviors. Among high school seniors, the general desirability of a good marriage remained strong between 1985 and 1999 whereas the acceptability of cohabitation increased steadily. There was increasing appreciation for the importance of fatherhood and increasing agreement that maternal employment does not hurt preschoolers. Females were less likely than males, and blacks less likely than whites, to believe that maternal employment harms preschoolers. Black students were significantly more likely to: espouse the importance of success in work; acknowledge the centrality of work in their lives; identify good grades as important to school status; accept employment for mothers of young children; and appreciate the importance of fatherhood. The study showed that youth are becoming more community-conscious. Community leadership was more likely to be an important personal goal among black students. More black than white students questioned marriage as a way of life, though they were equally likely to value a good marriage and family life. (SM)

ED 452 285   UD 034 079

Bacon, Beth
Increasing Safety in America's Public Schools. Lessons from the Field.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Safety; Elementary Secondary Education; *Public Schools; *School Safety; Student Attitudes; Student Behavior; Teacher Attitudes; Violence

This publication summarizes the 1999 Metropolitan Life Survey (MetLife) of the American Teacher, Violence in America's Public Schools: Five Years Later, highlighting findings from conversations in four local education fund (LEF) communities. The MetLife study surveyed and interviewed students, teachers, and law enforcement officials. Overall, school violence was as much or more of a problem than it was 5 years earlier. All three groups mentioned lack of parental supervision, peer pressure, and drugs or alcohol involvement as the top causes of violence. Most teachers and students felt safe at school. Teachers and students in urban areas were more likely to consider gang violence a problem than those in suburban or rural areas. Participants in LEF conversations defined school safety broadly. They considered many MetLife survey findings true in their communities. They were poised to broker connections and advocacy in their communities and promote school safety. They stressed the need for: full implementation and enforcement of code of conduct policies; provision of safe

Nine: Estimating Costs. The Power of One: The Wayne County Supportive Housing Program"; and "Step Ten: Evaluating Your Success. A Long Term Investment in the Future: Jaime's Story." Two appendixes present survey respondents and a sample assessment form for potential Second Home residents. (SM)

ED 452 303 UD 034 125

Liederman, Sally A.; Wolf, Wendy C.; York, Peter
Some Thoughts about Public Will.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Child Health; Citizen Participation; *Family Health; *Health Promotion; Information Dissemination; Philanthropic Foundations; Public Health; *Public Support; Racial Bias
IDENTIFIERS- *Social Marketing

This report examines how various groups are working to influence improved results for children and families through public will strategies, defining public will as the steps required to change the outcomes for children and families. There are seven chapters: (1) "Introduction"; (2) "A Conceptual Framework for Public Will Work" (what social marketing is and implications); (3) "Lessons from Campaigns Outside of the Children's Area" (common themes of the National Rifle Association, Christian Coalition, National Breast Cancer Coalition, and AIDS activists; implications; and consistencies and inconsistencies between child advocates' thinking and the common strategies of successful campaigns not in the children's arena); (4) "Landscape of the Public Will Work in the Children's Area: Foundations and Organizations" (foundations, organizations, conclusions based on interviews, identification of gaps in public will work, and identification of opportunities); (5) "Landscape: Messages" (values that underlie message development and race and racism as they apply to public will work); (6) "Summary of Findings and Implications"; and (7) "Potential Next Steps" (potential areas of foundation investment, including cross-foundation collaborations). An appendix contains a foundation/organization interview list. (Contains 69 bibliographic references.) (SM)

ED 452 304 UD 034 126

The Renaissance of the American City: A Compendium of City Strategies Prepared for the Summit for Investment in the New American City (Washington, DC, April 4-5, 2001).
PUB DATE- 01
NOTE- 34p.; Also sponsored by the Council for Investment in the New American City.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- City Government; Community Development; Economic Development; Elementary Secondary Education; Quality of Life; *Urban Areas; *Urban Improvement; Urban Planning; Urban Programs
IDENTIFIERS- California (Pasadena); Colorado (Denver); Illinois (Chicago); Louisiana (New Orleans); Massachusetts (Boston); Michigan (Detroit); Minnesota (Minneapolis); Nevada (Reno); North Carolina (Charlotte); Ohio (Akron); Rhode Island

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Academic Failure; Access to Education; Accountability; *Compensatory Education; Cultural Differences; Educational Improvement; *Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Government; High Risk Students; Language Minorities; Parent Participation; Student Evaluation
IDENTIFIERS- *Elementary Secondary Education Act Title I

This collection of papers presents the most recent research on Title I federal compensatory education. Building on 35 years of research, development, and practical experience, the book presents evidence of various ways Title I can become a more effective program and instrument for school reform. The nine papers are: (1) "Title I: Its Legislative History and Its Promise" (John F. Jennings); (2) "Title I and Student Achievement: A Quantitative Synthesis" (Geoffrey D. Borman and Jerome V. D'Agostino); (3) "History and Promise of Assessment and Accountability in Title I" (Edward L. McDill and Gary Natriello); (4) "Coordinating Categorical and Regular Programs: Effects on Title I Students' Educational Opportunities and Outcomes" (Geoffrey D. Borman, Kenneth K. Wong, Larry V. Hedges, and Jerome V. D'Agostino); (5) "Title I Parent-Involvement Programs: Effects on Parenting Practices and Student Achievement" (Jerome V. D'Agostino, Larry V. Hedges, Kenneth K. Wong, and Geoffrey D. Borman); (6) "Effective Instructional Practices for Students Placed at Risk of Academic Failure" (Hersholt C. Waxman, Yolanda N. Padron, and Karen M. Arnold); (7) "Cultural and Linguistic Diversity and Title I: What Do We Know? Where Do We Go?" (Barry Rutherford); (8) "Title I Schoolwide Programs as an Alternative to Categorical Practices: An Organizational Analysis of Surveys from the Prospects Study" (Kenneth K. Wong and Stephen J. Meyer); and (9) "How Title I Can Become the Engine of Reform in America's Schools" (Robert E. Slavin). (Papers contain references.) (SM)

ED 452 323 UD 034 148

Slavin, Robert E., Ed.; Calderon, Margarita, Ed.
Effective Programs for Latino Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Bilingual Education; Curriculum; Diversity (Student); Dropout Prevention; Educational Quality; Educational Research; Elementary Secondary Education; *English (Second Language); Equal Education; Ethnography; High Risk Students; Higher Education; *Hispanic American Students; Language Minorities; Literacy Education; Reading Instruction; *Second Language Learning; Spanish; Teaching Methods
IDENTIFIERS- Success for All Program

This collection of papers presents the current state of research on effective instructional programs for Hispanic American students. The 10 chapters are: (1) "Effective Programs for Latino Students in Elementary and Middle Schools" (Olatokunbo S. Fashola, Robert E. Slavin, Margarita Calderon, and Richard Duran); (2) "Effective Dropout Prevention and College Attendance Programs for Latino Students" (Olatokunbo S. Fashola and Robert E. Slavin); (3) "Effective Elementary, Middle, and emphasis on newspapers. In an era of increased accountability for resource expenditures, educators may stretch budgets by engaging the mass media as willing and helpful partners in promoting the institutions' identity, programs, and services in the media's regular news coverage. Colleges that have successfully worked with mass media understand that the media may help them not only to promote their programs and services but also to convey their college "identity" within the community. College leaders are most successful when they nurture relationships with mass media whose audiences are similar to the institutions' target markets. For articles that do not need to be timely and are featured in local or life-style sections, the editorial staff brainstorm stories that they believe will be of interest to their audience. It is in this realm of news stories that higher education may glean the most from successful relationships with the mass media. Knowing the news media's audience and how their college programs or services may benefit this audience, higher education professionals may propose ideas for news stories to reporters and editors or producers. (JA)

ED 451 859   JC 010 295

Szelenyi, Katalin
Minority Student Retention and Academic Achievement in Community Colleges. ERIC Digests.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; This digest is drawn from "Beyond Access: Methods and Models for Increasing Retention and Learning among Minority Students." "New Directions for Community Colleges," Number 112, Steven R. Aragon, Ed., San Francisco: Jossey Bass, Winter 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Community Colleges; Educational Research; Educational Trends; *Minority Groups; *Two Year College Students; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest reviews recent approaches and models for diverse learning environments, with specific emphasis on fostering the retention and educational achievement of ethnic minority students at community colleges. In 1997, 22.8 percent of all associate degrees were awarded to minority students, a 7 percent increase from 1987. But compared with their share of total student enrollment, minorities remain underrepresented in degree awards. This reflects general trends throughout higher education in which minority students tend to have lower persistence and graduation rates as well as lower levels of academic preparedness. For minority community-college students, family and academic support factors emerged as playing a significant role in enhancing academic achievement and success. Research also indicates that an association exists between students' cultural background and their preferred learning styles. For example, African-American students' achievement appears to be positively related to oral experiences and interpersonal relationships. The successful integration of students into the college environment is a crucial element of raising retention rates. Some common efforts at community colleges to achieve such integration are freshmen seminars and mentoring programs. Contains 10 references. (JA) class of 1997-98. Graduates were surveyed during the spring of 1999 to determine what jobs they had obtained, which schools they were attending, how much they earned, how satisfied they were with their employment or schooling, and what impact PVCC had upon their careers and education. Highlights include: (1) graduates were very satisfied with the quality of college services--an overwhelming majority of survey respondents (98%) were either very much or somewhat satisfied with the quality of services and their academic program at PVCC; (2) about half of all respondents (49%) were enrolled in a postsecondary institution at the time of the survey--most attended public (94%), four-year (81%) institutions located within the Commonwealth of Virginia (94%); (3) eight out of ten respondents felt that their bachelor's program was very much or somewhat related to their PVCC degree program; (4) about 53% of all enrolled respondents received assistance from PVCC in transferring to their current college; (5) three-quarters of the survey respondents (73%) were employed at the time of the survey, with two-thirds (68%) working full time; and (6) three-quarters (76%) indicated that their current jobs were related to their fields of study at PVCC. (JA)

ED 451 880   JC 010 327

Payne, William H., Jr.; Head, Ronald B.
Follow-Up Survey of PVCC Graduates of the Class of 1998-99. Research Report.
PUB DATE- 00
NOTE- 41p.; Some text and tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Graduate Surveys; Participant Satisfaction; Student Attitudes; *Student Surveys; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Piedmont Virginia Community College

This report presents findings reported in the follow-up survey of Piedmont Virginia Community College (PVCC) (Virginia) graduates of the class of 1998-99. Graduates were surveyed during the spring of 2000 to determine what jobs they had obtained, which schools they were attending, how much they earned, how satisfied they were with their employment or schooling, and what impact PVCC had upon their careers and education. Highlights include: (1) graduates were very satisfied with the quality of college services--an overwhelming majority of survey respondents were either very much or somewhat satisfied with the quality of services (97%) and academic programs (98%) provided by PVCC; (2) nearly one-half believed that their PVCC education had contributed "very much" to their ability to reason logically (50%), research a topic (54%), solve problems (50%), speak clearly and effectively (49%), understand and use computers (57%), understand and use math (49%), and write clearly and effectively (57%); (3) wage earnings were a primary source of financial support for 1998-99 graduates--nearly nine out of ten respondents (89%) were employed while attending PVCC; (4) four of every ten respondents (41%) were enrolled in postsecondary institutions at the time of the survey; and (5) three-quarters of the survey respondents (75%) were employed at the time of the survey. (JA)

ED 451 881   JC 010 328

ED 451 898 PS 029 342

Brown, Kyle T.
The Effectiveness of Early Childhood Inclusion (Parents' Perspectives).
PUB DATE- 01
NOTE- 22p.; Research paper presented at the Special Education Seminar, Loyola College (Baltimore, MD, April 25, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Early Childhood Education; Expectation; *Inclusive Schools; Instructional Effectiveness; *Mainstreaming; *Parent Attitudes; Parent School Relationship; *Parents

This research examined the effectiveness of early childhood inclusion from the perspective of parents. Participating in the study were 18 parents (mothers and fathers) of 3- to 6-year-old children with a disability who had been placed in various educational settings. Half of the children were dually enrolled. Parents were interviewed separately. Three themes emerged from the interviews: (1) expectations and world view of parents; (2) the broad definition of inclusion; and (3) relationships with professionals. The findings indicated that the families reported various reasons for placing their child in an inclusive setting, including desire for the child to have a "normal" experience and not be isolated from his or her peers. Parents focused on the social aspects of inclusion, normalization, and the greater acquisition of skills. Some parents viewed inclusion from a social interaction perspective; parents whose children did not have cognitive delays viewed inclusion as contributing to the child's cognitive development. Parents expressed some concerns about inclusion, including lack of teacher attention, ridicule or rejection by peers, and the quality of services received. Findings of this study were compared to those of other studies of inclusive programs. It was concluded that successful inclusion requires: (1) embracing an inclusive philosophy that supports and welcomes all children within typical settings; (2) refining educator communication and collaboration skills to work effectively with parents and professionals to plan and implement programs for young children with special needs in typical settings; and (3) using teaching strategies that promote the social and cognitive development of all children and designing appropriate educational environments. (Contains 23 references.) (KB)

ED 451 899 PS 029 343

Schoenberg, Carl, Ed.
CWLA Standards of Excellence for the Management and Governance of Child Welfare Organizations.
PUB DATE- 96
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; *Child Welfare; Ethics; Human Resources; Marketing; Organizational Objectives; Personnel Management; *Standards; Values; *Welfare Agencies; *Welfare Services
IDENTIFIERS- *Child Welfare League of America; Resource

Family Environment; Health Insurance; Infant Mortality; Infants; Lunch Programs; Mental Health; Mortality Rate; Poverty; Prenatal Care; School Security; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; Violence; Welfare Recipients; *Well Being; Youth Problems

IDENTIFIERS- Child Mortality; *Indicators; *Maine

This KIDS COUNT data book details statewide trends in the well-being of Maine's children. The statistical portrait is based on a variety of indicators in the areas of: (1) physical and mental health; (2) social and economic opportunity; (3) education and learning; and (4) child health care access. The data book presents state level trend data, a Maine state profile, county-by-county profiles, and a special section addressing harassment and violence in Maine schools. Findings indicate that the status of children's physical and mental health is improving in several key areas, including children covered by health insurance, mortality rates (infant, child, and teen), and arrests of children; physical and mental health areas for concern include child victims of abuse and neglect, and a shortage of mental health workers. In the area of social and economic opportunity, progress was seen in statewide unemployment rates, statewide poverty rate, child support enforcement, and teen pregnancy; social and economic concerns include regional and seasonal unemployment rates, regional poverty, children in homeless shelters, and unemployed youth. Highlights in the area of education and learning include high school completion rates and graduates with plans to attend post-secondary schools; concerns in the area of education and learning are for children with disabilities, state child care enrollments, and high school dropouts. (SD)

ED 451 917 PS 029 377

Pohlmann, Paulette

Children Are Listening: Conversations for Their Future. Proceedings of the Statewide Forums on Child Care (Scottsdale, Prescott, Phoenix, and Tucson, Arizona, September and October 1996).

SPONS. AGENCY- American Express Foundation, New York, NY.; Honeywell, Inc., Minneapolis, MN.

PUB DATE- 97

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Child Care Occupations; Child Caregivers; Compensation (Remuneration); *Day Care; Early Childhood Education; Public Opinion; Training

IDENTIFIERS- *Arizona; Caregiver Training; Child Care Costs; *Child Care Needs; Child Care Satisfaction; Day Care Quality

Child care is an issue of profound significance for children and society, but it is faced with many unresolved difficulties. Children's Action Alliance in Arizona held a series of public forums around the state to give people a wider view of the child care dilemma and to provide a public hearing for those most affected by child care difficulties. The formats ranged from roundtable brainstorming to facilitated public meetings with representative panels. This document offers a synthesis of those events and participants' comments. When the forum discussions were reviewed as a whole, four general themes could be identified that appeared common statewide: (1) parents have trouble finding and paying for safe and nurturing care; (2) child care providers tolerate low wages and lack of benefits or

IDENTIFIERS- Educare; United Kingdom

Drawing upon research carried out in a range of early years settings in the United Kingdom, this book informs early childhood professionals about the types of early literacy and numeracy experiences appropriate for young children and how professionals from early care and education backgrounds can provide an approach to young children's learning based on the strengths of both traditions. In addition, the book discusses how professionals can be supported as they develop new practices focusing on young children as learners and effective strategies for involving parents with their children's literacy and mathematical development. The chapters are: (1) "Setting the National Scene"; (2) "Integration of Early Childhood Services"; (3) "The Inquiring Professional"; (4) "Young Children as Learners"; (5) "Language and Literacy Learning"; (6) "How Adults Support Children's Literacy Learning"; (7) "Mathematical Learning"; (8) "How Adults Support Children's Mathematical Thinking"; (9) "Creating Contexts for Professional Development in Educare"; and (10) "Early Childhood Services in the New Millennium." Contains 200 references. (KB)

ED 451 936 PS 029 397

Villanueva, Carmelita L., Ed.; Padilla, Teresita M., Ed.
Adolescence Education Newsletter, 1999.
SPONS. AGENCY- United Nations Fund for Population Activities, New York, NY.
PUB DATE- 99
NOTE- 54p.; For 1998 edition, see ED 438 920.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Attitudes; Adolescent Development; *Adolescents; Birth; Birth Rate; Contraception; Developing Nations; Early Parenthood; *Family Planning; Foreign Countries; Health Promotion; Newsletters; Pregnancy; Puberty; Reproduction (Biology); *Sex Education; *Sexuality; *Well Being; Youth Problems
IDENTIFIERS- *Asia Pacific Region; Sex Knowledge; Sexual Attitudes; Sexual Relationships

This document comprises the two 1999 issues of a UNESCO newsletter addressing topics related to adolescent well-being in the Asia-Pacific region, particularly reproductive and sexual health. Each issue contains news from the region on various initiatives related to adolescent heath and education, as well as Web links and publications on the subject. Each issue also contains a feature article. The June issue features the Reproductive Health Initiative in Asia, a cooperative arrangement between the European Commission and the United Nations Population Fund. The December issue features inter-country training in consolidating and repackaging population information. Countries covered in the two issues include Cambodia, India, Laos, Sri Lanka, Vietnam, Nepal, Pakistan, Bangladesh, Malaysia, Mongolia, Indonesia, and Fiji. The brief articles provide various statistics, program descriptions, guidelines, concerns, and recommendations related to improving adolescent reproductive heath and general well-being in this region. (KB)

ED 451 937 PS 029 398

Villanueva, Carmelita L., Ed.; Padilla, Teresita M., Ed.
Adolescence Education Newsletter, 2000.
SPONS. AGENCY- United Nations Fund for Population Activities, New

statement regarding the goals for kindergarten children is appended.) (KB)

ED 451 953 PS 029 416

Holliday, Albert E., Ed.
The Journal of Educational Relations, 2000.
PUB DATE- 00
NOTE- 162p.; For 1999 edition, see ED 436 311. Published semi-annually.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrators; Case Studies; Educational History; Educational Technology; Elementary Secondary Education; *Family School Relationship; *Public Relations; School Administration; *School Community Relationship; Standardized Tests
IDENTIFIERS- Referendums

This document consists of the two 2000 issues of the "Journal of Educational Relations," published twice yearly to promote student achievement through positive school-home-community relationships. The articles in the first issue include: "Behaviors of a Principal Directly Influence a School's Culture" (Douglas J. Fiore) and "Dollars for Scholars Programs Help Raise Achievement Expectations and Funds for Scholarships" (William C. Nelsen). Articles in the second issue include: "Truth in School-Community Relations: 'Fact' or 'Fiction'?" (Mel Heller); "Plug into the Internet To Keep the Community Informed" (David E. Szychlinski); "A Public Relations Calendar for the First-Year Superintendent" (Linda Tabers-Kwak); and "How to Manage Parent-Educator Relations in an Affluent Community" (Bonnie Burns). Each issue also contains a teaching or administrative case study and response, book reviews, and articles in which educators share insights regarding improvements in school-community relations. (KB)

ED 451 954 PS 029 417

Repinski, Daniel J.; Zook, Joan M.
Relationship Features and Adolescents' Experience of Closeness in Relationships with Mothers, Fathers, and Friends.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Attitudes; Adolescent Development; *Adolescents; Age Differences; Attachment Behavior; Comparative Analysis; Emotional Development; Emotional Response; *Fathers; *Friendship; *Intimacy; *Mothers; *Parent Child Relationship; Peer Relationship; Predictor Variables
IDENTIFIERS- *Closeness; Relationship Quality

Noting that during adolescence the importance of feeling intimate or close to a relationship partner (mothers, fathers, or friends) increases and that closeness to parents is associated with positive adolescent outcomes, this study examined how features of adolescent relationships are related to adolescents' experience of subjective closeness in relationships with mothers, fathers, and same-sex friends. Participating in the study were 64 seventh graders and 43 tenth graders from a rural school. All participants received parental

Postsecondary Education; Preschool Education; Racial Discrimination; Rural Education; *School Community Relationship; Self Determination; Teacher Education

IDENTIFIERS- *Aboriginal Australians; *Australia

An inquiry into Indigenous education by an Australian Senate committee examined government reports produced in 1989-99 and conducted school site visits and public hearings. During the inquiry, it became clear that educational equity for Indigenous people had not been achieved, and Indigenous participation and achievement rates lagged behind those of the non-Indigenous population in most sectors. Much of the inquiry focused on rural and remote regions, where Indigenous people have limited access to education. Chapter 1 of this report provides an overview of Indigenous educational policies, historical context, issues of self-determination and community control of schools, and educational funding. Other chapters discuss the evolution of a national Indigenous education policy; social and community issues (poverty, kinship, cultural differences, child rearing, attitudes toward schooling and work, low school attendance, racism, alcoholism, family problems, crime and imprisonment); curriculum issues (inclusion of Aboriginal culture and language, status of Aboriginal English, "two-way" education, mainstream educational reforms, use of technology); literacy education, bilingual education, and the teaching of Aboriginal languages; teacher education (lack of Indigenous teachers and staff, community-based teacher training, rural recruitment and retention, salaries, teaching conditions, specific training for teaching Indigenous students); postsecondary education (vocational education and training, adult education, higher education); impact of health on education (inadequate health care, Indigenous health problems, otitis media, community health education, malnutrition); and cultural diversity and differences in educational needs across remote, rural, and urban areas. Recommendations are presented in each chapter. Appendices list goals of the Aboriginal Education Policy, submissions received, witnesses at public hearings, site visits, and acronyms. (SV)

ED 451 972 RC 022 789

Owen, Christine; Pollard, Jennifer; Kilpatrick, Sue; Rumley, Diane

Electronic Learning Communities? Factors That Enhance and Inhibit Learning within Email Discussion Groups.

PUB DATE- 98

NOTE- 9p.; In: Falk, Ian, Ed. Conference Proceedings of the International Symposium on Learning Communities, Regional Sustainability and the Learning Society (June 13-20, 1998). Launceston, Tasmania, Centre for Research and Learning in Regional Australia.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; Conflict; *Discussion Groups; Electronic Mail; Foreign Countries; *Informal Education; *Listservs; Professional Development; *Social Networks

IDENTIFIERS- Australia; *Communication Behavior; Facilitators; Learning Communities; *Learning Environment

A study examined the characteristics of the learning process when it is facilitated by computer-mediated communication in nonformal learning contexts. In this paper, learning is defined as the transformation of experience through reflection, This document was created to help Montana's primarily small school districts meet new demands related to technology and understand the role that technology can play in teaching, learning, and administration. Chapter 1 describes elements of a well articulated technology plan: technology vision statement; inventory and needs assessment of hardware, software, technology infrastructure, and staff expertise; goal statements and sample strategies for technology integration into curriculum and instruction, ongoing training and technical assistance, resource coordination, community connections (including adult programs), and technology support services; a sample action plan; and plans for evaluating technology implementation and impact. Chapter 2 describes the Technology Literacy Challenge Fund (TLCF), which provides federal funds through state education agencies to support local education agencies' technology plans. Montana's priorities with regard to the fund are listed, followed by eligibility and application information. Chapter 3 discusses the Universal Service Fund's E-rate (discounts on telecommunications services), what is and is not covered by the discounts, FCC requirements, and the application process. Appendices include a glossary of technology terms, technology consultants in Montana, print and Web-based resources, sample forms, a staff technology survey, and further information on TLCF and E-rate applications. (SV)

ED 451 990 RC 022 927

Okech, Anthony; Carr-Hill, Roy A.; Kataholre, Anne R.; Kakooza, Teresa; Ndidde, Alice N.; Oxenham, John
Adult Literacy Programs in Uganda. Africa Region Human Development Series.
SPONS. AGENCY- Ministry of Labour and Government Administration, Oslo (Norway).
PUB DATE- 01
NOTE- 142p.; Ministry of Gender, Labour, and Social Development worked with the World Bank to commission the evaluation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Adult Literacy; Cost Effectiveness; Foreign Countries; *Literacy Education; *Outcomes of Education; Participant Characteristics; *Program Effectiveness; Program Evaluation; Rural Education; Student Attitudes; Teacher Attitudes; Teaching Conditions
IDENTIFIERS- *Uganda

This report evaluates the outcomes and cost effectiveness of adult literacy programs in Ugandan villages and compares government programs with those provided by nongovernmental organizations (NGOs). Part 1 describes evaluation objectives, government and NGO literacy programs and the rural socioeconomic context, and evaluation design. About 100 program graduates and control samples were tested and interviewed in each of eight districts. Instructors and village leaders were interviewed, and focus groups were conducted. Part 2 examines learner characteristics, socioeconomic indicators, access to urban areas, participation in literacy programs, attitudes, and experiences in class; literacy centers and availability of materials; instructor characteristics, training, and attitudes; and supervision quality. Parts 3-4 present program outcomes, conclusions, and recommendations. The main conclusions are: (1) since most participants are women, the programs are helping to redress the gender imbalance in educational opportunities; (2) the programs may be missing their primary clients--people with

Prevention in Alaska: Issues and Innovations.
PUB DATE- 01
NOTE- 49p.; In: Health Promotion and Substance Abuse Prevention among American Indian and Alaska Native Communities: Issues in Cultural Competence; see RC 022 940.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; Alcoholism; *Community Control; Cultural Awareness; *Cultural Relevance; Geographic Isolation; Health Promotion; *Human Services; Mental Health; *Prevention; Program Design; Public Health; *Rural Environment; Substance Abuse
IDENTIFIERS- *Alaska

Diversity of geography, climate, and culture dictate the nature of the service delivery systems in Alaska, including the provision of prevention programming in substance abuse, alcoholism, health, and behavioral health. Described here are training programs, conferences and symposia, health fairs, and culturally derived interventions that meet the diverse needs of the Native people of Alaska. These interventions operate at the state, local, and regional level with a great deal of attention paid to cooperative and synergistic efforts. Many years of experience with these various programs have led to a body of knowledge that will inform the maintenance of current prevention efforts. Those doing prevention work in the area of health, behavioral health, and alcohol and substance abuse in Alaska should know the context, particularly its rural nature; take time to build relationships and trust; assist community members in finding and developing their own solutions; hire and train local people; design programs around community and family; enable interventions to arise out of Indigenous knowledge and foster choice; introduce Western knowledge in a culturally relevant manner; foster connectivity in training and prevention; and embed prevention efforts within an empowerment paradigm. (Contains 50 references.) (Author/TD)

ED 452 008 RC 022 945

Jumper-Thurman, Pamela; Plested, Barbara A.; Edwards, Ruth W.; Helm, Heather M.; Oetting, Eugene R.
Using the Community Readiness Model in Native Communities.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.; Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- 01
NOTE- 31p.; In: Health Promotion and Substance Abuse Prevention among American Indian and Alaska Native Communities: Issues in Cultural Competence; see RC 022 940.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcoholism; *American Indians; At Risk Persons; Community Attitudes; *Community Programs; *Cultural Awareness; Cultural Relevance; *Drug Abuse; Evaluation Methods; Health Promotion; Models; Prevention; *Readiness

The effects of alcohol and other drug abuse are recognized as a serious problem in U.S. communities. Policy efforts and increased law enforcement have only a minimal impact if prevention strategies are not consistent with the community's level of readiness, are not culturally relevant, and are not community-specific. A model has been developed for accurately principles and practices should be sustained without concessions and which others may be relaxed in favor of other needs. (Author)

ED 452 028 SE 064 389

Richards, Griff; Fong, Rosamaria
Adding Value: Using On-Line Activities To Ensure Student Success.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Teaching in the Community Colleges Online Conference, "Online Instruction: Trends and Issues II" (3rd Kapiolani Community College, Honolulu, HI, April 7-9, 1998). This work was funded in part by Instructional Enhancement and Learning Enhancement Grants from British Columbia Institute of Technology."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Information Sources; *Internet; Learning; *Science Activities; Science Instruction; Science Interests; Secondary Education
IDENTIFIERS- *Web Sites

This paper describes a Web site containing activities for chemistry that aid student learning. Used as an adjunct to the normal classroom and laboratory sessions, instructional goals of the Web site were to provide guidance and encourage regular and timely study. Initially learners were able to review the weekly objectives, see short explanations or demonstrations of objectives, then attempt short-answer questions. Eventually, weekly online assignments were introduced. (SAH)

ED 452 029 SE 064 478

Day, Brian A., Ed.; Monroe, Martha C., Ed.
Environmental Education & Communication for a Sustainable World: Handbook for International Practitioners.
SPONS. AGENCY- Academy for Educational Development, Washington, DC. United States Agency for International Development.
PUB DATE- 00
NOTE- 141p.; This handbook was created by GreenCOM, the Environmental Education and Communication Project of the United States Agency for International Development at the Academy for Educational Development, Washington, DC.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication (Thought Transfer); *Curriculum Development; Design; *Environmental Education; Foreign Countries; Pollution; Professional Development; Program Evaluation; *Sex Differences
IDENTIFIERS- El Salvador; Environmental Awareness; Gambia

This document targets organizations and practitioners developing an environmental education or communication project. The manual presents case studies to share experiences, information, and models of working in education. There are 15 chapters in 4 sections. Section One entitled "Fundamental Concepts in Environmental Education and Communication" (EE&C) includes: (1) "GreenCOM Weaves Four Strands" (Martha C. Monroe, Brian A. Day, engineering. In one setting, at the Massachusetts Institute of Technology (MIT), the subject matter is integrated into a single year-long subject at the introductory level. In the second setting, at Victoria (British Columbia, Canada), the design-oriented approach is used in the traditional separated presentation at a more advanced level where the material is focused on heat transfer. In both cases, the subject concludes with a design project that synthesizes the subject matter in the context of a real application. It is concluded that the students are much more engaged, develop a greater sense of accomplishment, and are much more capable of analyzing complex problems. (SAH)

ED 452 049 SE 064 605

Slavik, Jaromir; Dub, Petr
Problems of Engineering Education on the Threshold of 21st Century.
PUB DATE- 99
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Ostrava, Prague, Czech Republic, August 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economics; *Engineering Education; *Graduate Students; Higher Education; *Mechanics (Physics); Technology; *Undergraduate Students
IDENTIFIERS- Science Technology Relationship

The paper deals with the problems of engineering education with special emphasis on mechanical engineering. The study is based on the situation at the end of the 20th century when the rapid development of information technologies stresses the need of a global context for all educational problems. The current social, economic and technical trends, especially the changes from the industrial society to the knowledge society, enlarge the goal orientations spectrum of research and higher education systems. These changes include the differentiation and/or diversification of higher education institutions, and the differentiation of bachelor, master, and doctor levels of universities and institutions of more practical orientations. At the same time in the research sphere, the actual quality assurance postulates and claims the differentiation of research centers denoted as centers of excellence or intellectual clusters and other levels of research and development activities. These trends presume a good standard of all forms of communications including fructification of modern technologies. Such a context includes the establishing of deeper international collaboration and co-ordination of all educational activities including evaluation, assessment, and accreditation of these activities and new emphasis on the quality, especially in the sphere of the highest levels of universities and other higher educational institutions. (Author/SAH)

ED 452 050 SE 064 625

Papadakis, Maria C.
The Application and Implications of Information Technologies in the Home: Where Are the Data and What Do They Say?
PUB DATE- 01
NOTE- 82p.

Education, Deakin University in Australia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Males; *Mathematics Education; Sex Bias; *Sex Differences; *Student Attitudes
IDENTIFIERS- Australia

In this paper, findings from two new instruments measuring the extent to which mathematics is stereotyped as a gendered domain are reported. The instruments were administered to Australian secondary students (grades 7-10) and to pre-service teachers. Comparisons were made with data from similar American samples of students and pre-service teachers who completed the same instruments. The Australian results revealed that students' beliefs about mathematics as a male domain were inconsistent with previous findings in the field; the pre-service teachers' views of the students' beliefs were more in-line with earlier research. There was remarkable similarity in the patterns of the results from Australia and the USA. (Author)

ED 452 072 SE 064 673

Mac Iver, Douglas J.; Young, Estelle M.; Washburn, Benjamin
Instructional Practices and Motivation during Middle School (with Special Attention to Science).
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (82nd, Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; *Academic Achievement; *Educational Change; *Hands on Science; Middle Schools; Motivation; Science Curriculum; *Science Instruction; Scientific Literacy

Improvement of academic achievement requires both changes in school organizational structures and in curriculum and instruction. This study investigates the assumption of giving "minds-on" opportunities to reflect and "hands-on" opportunities to experiment and tests whether moving beyond the textbook makes science class more engaging for middle school students. (Contains 67 references.) (YDS)

ED 452 073 SE 064 674

Galbraith, Peter; Pemberton, Mike
Digging beneath the Surface: When Manipulators, Mathematics, and Students Mix.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Some text in the reference section may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Educational Change; Educational Technology; Foreign Countries; Higher Education; *Mathematics Education

(141)
DESCRIPTORS- *Academic Achievement; *Athletics; Educational Change; Elementary Education; *Females; *Learning Activities; Mathematics Education; Middle Schools; *Minority Groups; Science Instruction; Science Programs; Scientific Principles; Self Esteem; Urban Areas
IDENTIFIERS- Diversity (Groups); Systemic Educational Reform

This paper describes a project for upper elementary and middle school minority girl students called the Sisters in Sport Science (SISS). The SISS program addresses the needs of urban girls in gaining access to equal education in science and mathematics by using athletics as a vehicle for learning. The program provides a non-competitive and non-threatening learning environment. Fencing, tennis, golf, and basketball are the sports targeted for learning activities. (Contains 14 references.) (YDS)

ED 452 095 SE 064 728

Herman, Marlena F., Ed.
MSaTERs: Mathematics, Science, and Technology Educators & Researchers of The Ohio State University. Proceedings of the Annual Spring Conference (5th, Columbus, Ohio, May 5, 2001).
PUB DATE- 01
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education; *Science Education; Standards; Teaching Methods; *Technology Education
IDENTIFIERS- Korea

The Mathematics, Science, and Technology Educators and Researchers of The Ohio State University (MSaTERs-OSU) is a student organization that grew out of the former Ohio State University Council of Teachers of Mathematics (OSU-CTM). Papers from the fifth annual conference include: (1) "Models of the Structure of Matter: Why Should We Care about What Students Think" (Gordon Aubrecht); (2) "Virtual Reality on the Web: A Vehicle with New Ways to Enhance Spatial Visualization" (Ohnam Kwon); (3) "Developing Identity as Mathematicians through Questioning and Discourse" (Clare V. Bell); (4) "Introduction to Symbolic Mathematics Guide: A Pedagogical Computer Algebra System for High School Algebra Students" (Todd Edwards); (5) "Using the 'I Wonder Journal' as an Example of Open-Ended Inquiry in the Classroom" (Tracy Huziak); (6) "An Analysis of Writing in College-Level Remedial Mathematics" (Drew Ishii); (7) "Integrating Social Technologies with Respect to Calculus: 'Active' Learning and the Group as a Unit of Change" (Robert Klein); (8) "Curriculum and Assessment in the Age of Computer Algebra Systems" (Michael Meagher); (9) "Reform Mathematics within a Traditionally-Structured Course: Using Authentic Mathematical Activity to Investigate Slope-Intercept Form" (Jeffrey Mills); (10) "Components of Effective Professional Development" (Stephen J. Pape and Beth Greene Costner); (11) "A High-Tech Textbook in a Precalculus Classroom" (Jeremy F. Strayer); (12) "Parent Involvement" (Sharon Sweeney); (13) "Stories in Juxtaposition: Narrative Inquiry Research in an Urban School Setting" (Paul Vellom); and (14) "On the Road to a National Dialogue: Standards-Based Education Reform--Is This What We Meant?" (Debra L. White). (ASK)

ED 452 096 SE 064 729

PUB DATE- 01
NOTE- 246p.; With a chapter by Bruno Losito and Heinrich Mintrop.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Attitude Measures; *Citizenship; *Citizenship Education; *Democracy; Foreign Countries; *Global Approach; Political Issues; Questionnaires; Secondary Education; Social Studies; Statistical Analysis; *Student Attitudes; Student Surveys; Teacher Surveys
IDENTIFIERS- *International Assn Evaluation Educ Achievement

In 1994 the General Assembly of the International Association for the Evaluation of Educational Achievement (IEA) decided to undertake a study on civic education. This volume reports on Phase 2 of the project, which consisted of a test (keyed cognitive items) and a survey (un-keyed attitudinal and behavioral items) administered in each participating country to representative samples of about 3,000 students in the modal grade for 14-year-olds. A questionnaire was administered to civic-related teachers and to school principals. This report will give educators, policymakers, and the public information about what 14-year-old students know and think about democratic institutions and processes. It also provides a snapshot of the civic activities of young people and an indication of their intentions regarding future participation in civic affairs. It is divided into the following chapters: (1) "Introduction to the IEA Civic Education Study"; (2) "Instrument Development, Sampling, Testing and Quality Control"; (3) "Knowledge of Content and Skills in Interpreting Civic Information"; (4) "Students' Concepts of Democracy, Citizenship and Government"; (5) "Students' Attitudes toward the Nation, the Government, Immigrants and Women's Political Rights"; (6) "Students' Civic Engagement and Political Activities"; (7) "Students' Views' of Opportunities for Civic Engagement in Classrooms, Schools and Youth Organizations"; (8) "A Model for Explaining Students' Civic Knowledge and Engagement"; (9) "The Teaching of Civic Education"; and (10) "Civic Knowledge and Engagement: A Synthesis." Appendices contain examples of items from the civic knowledge test; item-by-score maps for scales reported in chapters 5 through 7; classical psychometric indices (selected); standard deviations of total civic knowledge; and teachers' reports. (Contains extensive references.) (BT)

ED 452 117   SO 032 637

de Siqueira, Angela C.
The World Bank New Discourse and the 1999 Education Sector Strategy.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Conference of the Comparative and International Education Society (San Antonio, TX, March 7-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agenda Setting; *Developing Nations; Discourse Analysis; *Educational Change; *Educational Policy; Elementary Secondary Education; Higher Education
IDENTIFIERS- Development Education; *Discourse Aims; *World Bank

The climate of growing dissatisfaction in the developing world seems to have led to some changes in the World Bank's main discourse. The current World Bank president, James Wolfensohn,

Identity; *Sexual Orientation; *Student Rights
IDENTIFIERS- *Homosexual Rights; Social Justice

This paper highlights factors that either facilitated or hampered the work of a local Safe Schools Coalition in a Rocky Mountain state in advocating adoption and implementation of their school district's policies that include sexual orientation. Non-discrimination policies that include sexual orientation and gender identity are needed to help stop anti-gay peer abuse directed at gay, lesbian, bisexual, transgendered, and queer/questioning students. However, community opposition to the inclusion of sexual orientation and gender identity in school policies frequently arises from morally conservative parents. Findings of this case are compared to a model of gay rights policy adoption that illustrates strategies the local Safe Schools Coalition used to effectively communicate their message, gather support, and effect change, as well as factors in the political and cultural climates of the community that either facilitated or impeded the adoption and implementation of the policies. A group of morally conservative parents opposed the policies and saw them as the school's promotion and legitimation of homosexuality. Advocates for the policies argued they were simply intended to "enhance safety." Opponents' claims are analyzed within a democratic and social justice framework. (Contains 49 references.) (Author/BT)

ED 452 139   SO 032 713

Jackson, Janna
Come Out, Come Out, Wherever You Are: A Synthesis of Queer Research in Education.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Homosexuality; Literature Reviews; *Sexual Identity; *Social Problems; *Teacher Attitudes
IDENTIFIERS- Gay and Lesbian Studies; Queer Theory; Research Synthesis

This paper examines the research in the area of teachers' attitudes, practices, and beliefs about gay and lesbian issues in education, focusing on homosexuality because although there is some overlap in regards to both the population and the issues, the differences between gay and transgendered issues add another layer of complexity to an already intricate topic. The paper focuses on K-12 education and is organized in a chronological conceptual framework of research from pre-1990, 1990-1993, 1994-1996, and 1997-present. In general, all categories of assumptions--pedagogical, research, epistemological, and queer--move from a limited singular view, to a dichotomous view, to a "continuum" view, to all views being questioned and problematized, pointing to a future of not just inclusion, but of radically questioning and challenging gender and sexual identity constructions. Instead of bipolar oppositions, or even continuums, scholars are viewing human beings as multi-faceted, ever-changing individuals. As these studies have progressed, so have the inclusion of queer issues in the larger conversation. Because queer issues in education are so politically and personally charged, the body of research

January-June 2000.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena.
PUB DATE- 00
NOTE- 45p.; Report prepared by Dodge Data Systems, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; Elementary Secondary Education; Faculty Development; Health Behavior; Health Promotion; Inservice Teacher Education; Program Evaluation; *Smoking; *Tobacco
IDENTIFIERS- Montana; *Risk Taking Behavior

This report describes an evaluation of the Montana Tobacco Use Prevention and Education Program, which helps schools organize and deliver tobacco use prevention and education programs. Its emphasis is on policy and curriculum development in local schools; providing district-level training to develop knowledge, confidence, competency, and skills among teachers so they can provide effective tobacco use prevention education; and assessing current student tobacco use risk behaviors. A key element of the program was a teacher training program to train classroom teachers in disseminating tobacco use prevention information. This report details the methods used to evaluate the program, results of the evaluation process, and recommendations for changes within the training program. Two appendixes include: (1) the results of the pretest/posttest surveys related to knowledge inventory, ability inventory, and prevention education barrier inventory administered to trainers in June 2000; and (2) the results of the Student Use and Perception Survey. (SM)

ED 452 160 SP 039 891

Curriculum Planning Guidelines for Tobacco Use Prevention and Education.
PUB DATE- 00
NOTE- 54p.; "This document was produced from the Montana tobacco settlement funds from the Interagency Agreement between the Montana Department of Public Health and Human Services and the Montana Office of Public Instruction."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Child Health; *Comprehensive School Health Education; *Curriculum Development; Elementary Secondary Education; Health Behavior; Program Development; *Smoking; *Tobacco
IDENTIFIERS- Montana; *Risk Reduction

This curriculum planning guide is designed to help Montana school districts design an appropriate tobacco use prevention and education program. It focuses on: "Tobacco Use Prevention Education: The OPI (Office of Public Instruction) Perspective"; "Instructional Guidelines" (key issues in program planning and major health education content areas); "Guidelines for School Health Programs To Prevent Tobacco Use and Addiction: An Overview of the CDC Guidelines"; "Guidelines for School Health Programs To Prevent Tobacco Use and Addiction"; "CDC/DASH (CDC's Division of Adolescent and School Health) Research to Classroom Project"; "General Criteria for Evaluating Tobacco Use Prevention and Education Curricula"; "Matching Approaches

IDENTIFIERS- *Teacher Commitment; Turkey

This study investigated Turkish teachers' levels of commitment to their schools, the tasks involved in teaching, work groups, and the occupation. A 28-item scale was administered to 302 teachers working in public high schools in the districts of Zonguldak and in the city center. The questionnaire asked about their commitment to the school; commitment to the teaching occupation; commitment to the daily work of teaching; and commitment to collaborating with other working groups within the organization. Data analysis indicated that teachers exerted significant effort on behalf of their schools. There was a direct relationship between teachers' organizational commitment and having pride in being part of the school and working group. Teachers were very committed to the daily work of teaching and to the teaching occupation. They tended to have close, friendly relationships with others in the school. There was a close relationship between variables related to teachers' commitment to their schools, the working group, and the teaching occupation. (Contains 11 references.) (SM)

ED 452 180   SP 039 918

Rudy, Dennis W.
Extend the Learning: Achieving High Academic Standards (AHAs) Project. Annual Report of Findings.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 99
NOTE- 29p.; Funded by an Illinois State Board of Education Technology Literacy Challenge grant. An executive summary is appended.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Action Research; Computer Literacy; Disadvantaged Youth; Educational Improvement; *Educational Technology; *Faculty Development; Grade 6; High Risk Students; Intermediate Grades; Performance Based Assessment; Student Participation; Teacher Improvement; Teacher Researchers
IDENTIFIERS- Illinois State Board of Education

The Illinois State Board of Education partnered with two outside groups, the National Computational Science Alliance (NCSA) and the North Central Regional Technology in Education Center (NCRTEC), to provide staff development, along with technological software, hardware, and support, to improve 6th graders' performance in the areas of mathematics, science, and reading. The project involved teachers, administrators, and support staff from diverse public and private schools that contained students of low socioeconomic status, had high transfer rates, and large percentages of students receiving special education. Participants received 5 days of training in the engaged model of learning and in the use of specific modeling software. Participant communication was enhanced through e-mail and other web-based technologies. Teachers planned, implemented, and evaluated action research projects at their schools that involved students in collecting data and highlighted a real problem. Performance assessment measures were utilized to gauge project merit. Feedback from participants was used to improve future efforts at local school sites in achieving state and local standards related to data collection, representation, and interpretation. Evaluation activities produced confirming evidence for each of the three major goals (helping students achieve high academic standards, Implementation Assistance." Five appendixes present: program planning templates and examples; sample assessment, evaluation, and communication strategies; resources to support implementation; equipment lists; and icons. A glossary of terms is included. (SM)

ED 452 200   SP 039 946

Run, Jump, Throw...and Away We Go! Kindergarten-Grade 12 Teacher Resource.
PUB DATE- 01
NOTE- 113p.; "In partnership with" Education 2001 8th IAAF World Championships in Athletics, College of Alberta School Superintendents, EPCOR, and ESSO Kids Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletics; Elementary Secondary Education; Foreign Countries; Health Promotion; Life Style; *Physical Activities; Physical Activity Level; *Physical Education; Running; *Track and Field; Wellness
IDENTIFIERS- *Alberta; Jumping; Throwing

This teacher resource focuses on athletic (track and field) skills. It includes various skills and activities that are designed to promote learning opportunities and motivate Alberta (Canada) students to run, jump, and throw. It emphasizes the physical skills that form the basis of the track and field events in the 8th IAAF World Championships in Athletics. This international event will bring together 3,000 athletes and coaches from more than 200 countries as they come to Alberta in August 2001. The resource is intended to support implementation of the new K-12 physical education program of study and to support students' skill development related to running, jumping, and throwing as they correspond to athletic events. (SM)

ED 452 201   SP 039 982

Marlow, Leslie; Inman, Duane
Colleges of Education: Are Educators Being Prepared To Teach Social and Emotional Competence in the Classroom?
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Elementary Secondary Education; *Emotional Response; Higher Education; *Interpersonal Competence; Moral Values; Preservice Teacher Education; Self Esteem; Social Values; Teacher Attitudes
IDENTIFIERS- Character Education; *Emotions

The integration of social and emotional competency (SEC) skills teaching into the regular curriculum can motivate students and promote their self-confidence and abilities to function effectively in society. This study examined whether colleges of education were preparing teachers to educate students in ways that would maximize their ability to learn more effectively and were preparing future teachers to become competent and responsible citizens, sensitive to their role in a global driven tools called the "NCREL Toolbelt." Some examples are given of NCREL's efforts in adding value to Tier III assessment data, the data collected from standardized, large-scale assessments, in Illinois and Wisconsin. Tier I data, ongoing classroom assessment data, has been the focus of NCREL efforts in Creve Coeur, Illinois. NCREL has also worked on curriculum mapping and the use of the General Topic Tracing Map, a data collection tool used in the Third International Mathematics and Science study. NCREL's new signature effort, Education Decision Support Systems, has emerged from these efforts, and its goal will continue to be making data more available and useful for educators. Two appendixes describes the development chronology for two NCREL efforts. (Contains 4 figures, 1 table, and 16 references.) (SLD)

ED 452 221 TM 032 506

Cromey, Allison; Hanson, Matthew
An Exploratory Analysis of School-Based Student Assessment Systems.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Decision Making; *Educational Assessment; Elementary Secondary Education; *Student Evaluation; *Systems Development; Test Construction; *Test Use

This study examined the general nature of school-based student assessment in a small sample (five elementary and three middle schools and one high school). It relies on descriptive analyses and the presentation of data obtained during site visits. The schools have been separated into those with well-developed student assessment systems and those that do not have such systems. Schools in the well-developed group were found to be very similar in the general strategies they used to align their standards and curriculum to the multiple student assessments they used. They were also similar in the purposes for which they used student assessment results for instructional decision making and to validate all assessment tools. These schools were serious about committing time and resources to developing teachers' and administrators' capacity to reflect on and use assessment data, and they worked to maximize the efficiency of their assessment systems while recognizing that they would never be finished designing curricula and assessment systems. Schools in the less developed group had made less progress in aligning the various elements of the assessment system and had not articulated a clear purpose for the assessments they used. Appendixes contain the protocols for the teacher and administrator visit interviews, the school findings summaries, and a teaching for mastery teacher outline. (Contains 2 tables, 3 figures, and 23 references.) (SLD)

ED 452 222 TM 032 507

Bierschenk, Inger
From Science to Fiction: Measurement and Representation of an Idea. No. 78.
PUB DATE- 01
NOTE- 24p.; Portions of the paper presented at the Herbstakademie on Self-Organization of Cognition and Applications to Psychology (9th, Ascona, Switzerland, October 25-28, 2000). Produced with financial support from the Danish Research

parents may have about the Washington Assessment of Student Learning (WASL), including how it will help improve their children's education, how it is scored, and how to use the information it provides. In Washington, clear educational goals for subject content, thinking skills, and student attitudes guide education. The WASL includes routine classroom assessments and standardized norm-referenced tests, the Iowa Test of Basic Skills and the Iowa Test of Educational Development. Sections of this report are: (1) "Introduction"; (2) "How To Read the Score Report"; (3) "Essential Learning and Test Examples" (reading, writing, and mathematics for grades 4, 7, and 10); (4) "Questions and Answers"; and (5) "What Parents Can Do." Two appendixes contain a sample Student Achievement Profile and a list of sources of information. (SLD)

ED 452 243   TM 032 529

Test Content Description for English Language Arts. Georgia High School Graduation Tests.
PUB DATE- 99
NOTE- 110p.; For the student guide to preparing for the test, see TM 032 530. For test content descriptions for other subjects, see TM 032 531, 032 533, and 032 535.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Thinking; *English; *High School Students; High Schools; *Language Arts; Reading; Standardized Tests; Test Construction; *Test Content; Writing (Composition)
IDENTIFIERS- Georgia; *Georgia High School Graduation Tests

This document contains a description of the Georgia High School Graduation Test in English Language Arts. The test item specifications, reflecting the Georgia State Quality Core Curriculum, are used by writers and reviewers who are responsible for the development of test items. Much of the content in the description is based on earlier test versions developed between 1994 and 1996. In its present form, the description includes the test content and the types of questions students will be expected to answer. Practical advice for test taking is also included. The test content description includes information for three content areas: (1) Reading/Literature; (2) Critical Thinking; and (3) Writing/Usage/Grammar. (SLD)

ED 452 244   TM 032 530

How To Prepare for Tests: A Guide for Georgia High School Students Preparing for the Georgia High School Graduation Tests. Content: English Language Arts. Including Hints on Preparing for the GHSGTs, Practice Test Questions and Answers, Thorough Explanation of Answers to Select Questions.
PUB DATE- 99
NOTE- 21p.; For the test content description, see TM 032 529. For guides for preparing for other subjects, see TM 032 5321, 032 534, and 032 536.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Critical Thinking; *English; Guides; *High School Students; High Schools; *Language Arts; Reading; Standardized

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Secondary Education; Foreign Countries; *Student Mobility; *Test Results; Transfer Students
IDENTIFIERS- *Alberta; Canada

This study examined the extent of student mobility in Alberta, Canada, its relationship to individual student achievement, and its effect on school performance on achievement tests, using data from Alberta Learning. A strong and clear relationship was found between number of school changes and performance on achievement tests in all courses and at all grade levels tested. Students who changed schools more often had lower average scores in nearly direct proportion to the number of school changes. Some of the differences seem to be a result of differences in ability levels and socioeconomic factors among different mobility groups. A mobility index was designed that allowed the examination of the relationship of student mobility index with school levels of students meeting standards on achievement tests. Separate indexes were calculated for lower elementary, upper elementary, and junior high grades. Most schools were clustered at the lower end of the distributions, while a significant number of schools had much higher mobility index values than average. Analyses showed substantial correlations between mobility index values and the percentages of students meeting standards for schools with 20 or more students. The relationships seemed to be strongest with schools with index values above the median. (Contains 22 tables, 10 figures, and 4 references.) (Author/SLD)

ED 452 268 TM 032 556

Banister, Savilla
A Question of Quality: The Malcolm Baldrige Criteria as Applied to Education.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Criteria; Educational Administration; *Educational Improvement; Elementary Education; *Evaluation Methods; *Institutional Characteristics; *School Effectiveness
IDENTIFIERS- *Malcolm Baldrige National Quality Award; Reform Efforts

This paper describes and evaluates the Malcolm Baldrige National Quality Award process as a model for educational improvement. The Baldrige model is evaluated using the views of M. Greene and E. Eisner and data collected from an elementary public school in which the model has been implemented for 5 years. The Baldrige National Quality Program and Award are managed by the National Institute of Standards and Technology, assisted by the American Society for Quality. Educational criteria have been established as a basis for determining awards to schools. These criteria rely on a seven-point framework similar to criteria established for evaluating businesses. Four of the core values of the Baldrige criteria are: (1) Learning Centered Education; (2) Continuous Improvement and Organizational Learning; (3) Design Quality and Prevention; and (4) Management by Fact. The Baldrige model claims to be nonprescriptive, but whether a routes to school; better cultural understanding between staff and students; and school security. LEFs planned to disseminate their findings of local community readiness and capacity to address health and social service needs and violence prevention among students. (SM)

ED 452 286   UD 034 081

Bess, Roseanna; Leos-Urbel, Jacob; Geen, Rob
The Cost of Protecting Vulnerable Children II: What Has Changed Since 1996? Occasional Paper Number 46. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Jesse Stuart Foundation, Ashland, KY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Annie E. Casey Foundation, Baltimore, MD.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption; *Child Welfare; Federal Aid; Federal Government; Federal State Relationship; Financial Support; Foster Care; Local Government; State Aid; *State Government; Welfare Reform; *Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Spending Patterns

Given recent changes to child welfare financing brought about by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, there is a need to track spending for child welfare services. This report documents states' total child welfare spending from federal, state, and local sources in state fiscal year (SFY) 1998; changes in total spending since SFY 1996; changes in federal, state, and local spending since SFY 1996; states' spending on contracted services in SFY 1998; and how funds were used for out-of-home placements, adoption, administration, or other services. Data come from the 1997 and 1999 Child Welfare Surveys. States provided expenditure data for programs, case management, administration, and operation of child welfare systems. These data included staffing and administrative expenses and expenditures on services provided by other agencies under contract to the child welfare agency. States also provided expenditure data from federal, state, and local resources and categorized how funds were used. Overall, states expended at least $15.6 billion on child welfare services in SFY 1998; states were increasing their claims for Title IV-E funds; little funding was targeted for prevention services; states' heavy reliance on nontraditional federal funds for child welfare continued; within out-of-home placements, the focus of state-only funds had shifted; reliance on local spending was increasing; and states expended at least $3.4 billion on contracted services in SFY 1998. (SM)

ED 452 287   UD 034 082

(Providence); Texas (Dallas)

This compendium report presents papers on what mayors have done to revitalize their cities. These efforts have been concentrated on improving schools and educational outcomes, renewing strong neighborhoods, investing in infrastructure, improving public health facilities, and reducing crime. The reports include: "City of Akron: The Akron Renaissance" (Don Plusquellic); "City of Boston: Getting the Job Done" (Thomas M. Menino); "City of Cedar Rapids" (Lee R. Clancey); "City of Charlotte: Charlotte's Growth Fuels Boom" (Patrick McCrory); "City of Chicago" (Richard M. Daley); "City of Dallas" (Ron Kirk); "City of Denver" (Wellington E. Webb); "City of Detroit" (Dennis Archer); "City of Minneapolis: The Renaissance of Minneapolis" (Sharon Sayles Belton); "City of New Orleans: Leading New Orleans--America's Comeback City" (Marc H. Morial); "City of Pasadena: Pasadena Builds on Strengths To Meet City Needs" (Bill Bogaard); "City of Providence: The Transformation of One of America's Oldest Cities" (Vincent A. "Buddy" Cianci); and "City of Reno" (Jeff Griffin). (SM)

ED 452 305 UD 034 127

Bridglall, Beatrice L.
Research and Practice on How People Learn.
PUB DATE- 01
NOTE- 6p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Environment; Context Effect; Educational Research; Elementary Secondary Education; Formative Evaluation; Higher Education; *Learning; Prior Learning; Student Centered Curriculum; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Knowledge Acquisition

This article summarizes findings and recommendations about how to apply research on teaching and learning to classroom practice presented in "How People Learn: Bridging Research and Practice." Section 1 examines existing links between learning research and education practice. Section 2 highlights the ways that people learn, noting three findings that have implications for education practice: students come to the classroom with preconceptions about how the world works; to develop competence in an area of inquiry, students must master information in such a way that allows for the transformation of a set of facts into usable knowledge; and strategies can be taught that allow students to monitor their understanding and progress in problem solving. Section 3 discusses classroom environments that promote learning, advocating that schools embody four interrelated characteristics: maintain a learner-centered environment; pay attention to what is taught, why it is taught, and what competence or mastery looks like in order to provide a knowledge-centered classroom environment; conduct ongoing formative assessments designed to make students' thinking visible to both teachers and students; and pay attention to the context in which learning occurs. (Contains 18 references.) (SM)

ED 452 306 UD 034 128

Perez, Sonia M., Ed.
Moving up the Economic Ladder: Latino Workers and the Nation's Future Prosperity. State of Hispanic America, 1999.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.

High School Programs for Latino Youth" (Anne Turnbaugh Lockwood); (4) A Two-Way Bilingual Program: Promise, Practice, and Precautions" (Margarita Calderon and Argelia Carreon); (5) "Improving Literacy Achievement for English Learners in Transitional Bilingual Programs" (William M. Saunders); (6) "Effects of Bilingual and English-as-a-Second-Language Adaptations of Success for All on the Reading Achievement of Students Acquiring English" (Robert E. Slavin and Nancy Madden); (7) "Ethnographic Studies of Exito Para Todos" (Patricia L. Prado-Olmos and Judith Marquez); (8) "Curricula and Methodologies Used To Teach Spanish-Speaking Limited English Proficient Students To Read English" (Margarita Calderon); (9) "The Factors That Place Latino Children and Youth at Risk of Educational Failure" (Gilbert Narro Garcia); and (10) "An Overview of the Educational Models Used To Explain the Academic Achievement of Latino Students: Implications for Research and Policies Into the New Millennium" (Martha Montero-Sieburth with Michael Christian Batt). (Papers contain references.) (SM)

ED 452 324   UD 034 149

Sanders, Mavis G., Ed.
Schooling Students Placed at Risk: Research, Policy, and Practice in the Education of Poor and Minority Adolescents.
PUB DATE- 00
NOTE- 387p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Academic Failure; Accountability; *Adolescents; Athletics; Black Students; Black Teachers; Church Role; Diversity (Student); Educational Change; Educational Environment; Educational Policy; Educational Research; Family School Relationship; *High Risk Students; *Minority Group Children; *Poverty; Private Schools; Public Schools; Resilience (Personality); Secondary Education; Sex Differences; Socioeconomic Status; Talent Development; Teacher Student Relationship; Track System (Education); Urban Schools
IDENTIFIERS- Learning Communities

This collection of papers examines historical approaches and current research and practice related to the education of adolescents placed at risk of school failure as a result of social and economic conditions. After "Preface: Research, Policy and Practice in the Education of Poor and Minority Adolescents" (Mavis G. Sanders), there are 15 chapters in four parts. Part 1, "Reframing Students Placed at Risk: A Historical Look," includes: (1) "Students at Promise and Resilient: A Historical Look at Risk" (William Franklin); (2) "Historical Trends in Federal Education Policies that Target Students Placed at Risk" (Antoinette Mitchell); and (3) "Why Do So Many Urban Public School Students Demonstrate So Little Academic Achievement?" (Robert Balfanz). Part 2, "Factors Influencing Resiliency and School Failure," includes: (4) "Student-Teacher Relations and Academic Achievement in High School" (Mavis G. Sanders and Will J. Jordan); (5) "Talent Loss Among High-Achieving Poor Students" (Will J. Jordan and Stephen B. Plank); and (6) "Unpacking the Black Box of Tracking Decisions: Critical Tales of Families Navigating the Course Placement Process" (Susan S. Yonezawa). Part 3, "Focus on African-American Students," includes: (7) "Gender and Effects of School, Family, and Church Support on the Academic Achievement of African-American Urban Adolescents" (Mavis G. Sanders and Jerald R. Herting); (8) "African-American Teachers and the

ED 451 860 JC 010 296

White, Janene
Adult Women in Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Students; *Community Colleges; Educational Practices; *Educational Research; *Nontraditional Students; Two Year Colleges; *Womens Education
IDENTIFIERS- ERIC Digests

This digest reviews some of the recent literature about adult female students at community colleges. Their motivations, unique needs, and barriers to entry are discussed, as well as ways institutions can enhance the educational experience for adult women. Female students have outnumbered male students in higher education for nearly 30 years. In 1997, women comprised 55% of undergraduate students and almost 58% of the students at community colleges. About half of the female student population is adult women age 25 years or older. Researchers found that adult women students are often motivated to return to school after the loss of a job, divorce, death of a spouse, or career limitations due to lack of education. Many adult women pursue their community college studies on a part-time basis for reasons such as family obligations, the need to work for economic security, and child care concerns. A primary challenge and source of stress for adult women students comes from the multiple and sometimes conflicting roles they must play in their daily lives. Increased awareness of the stresses, challenges, and additional responsibilities faced by adult re-entry women can be helpful to administrators and student services personnel interested in providing a supportive environment. Contains 13 references. (JA)

ED 451 861 JC 010 297

Pruett, Teresa
Southwest Virginia Community College Technology Master Plan.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Educational Improvement; *Educational Technology; *Internet; *Local Area Networks; Microcomputers; *Strategic Planning; Two Year Colleges; Workstations
IDENTIFIERS- *Southwest Virginia Community College

This document describes Southwest Virginia Community College's (SVCC's) general technology plan. Goals include: (1) connecting all on-campus buildings with a fiber backbone; (2) connecting all user spaces to this backbone with high-speed lines to form an integrated information infrastructure known as SVCCNet; (3) providing workstations for college employees that include hardware and software specific to their needs; (4) enhancing the use of SVCC's Web page and providing Internet services to faculty, staff, students, and the community; (5) supporting

Report on Part-Time Faculty Compensation in California Community Colleges: A Report to the Governor and Legislature in Response to Assembly Bill 420. Commission Report.
PUB DATE- 01
NOTE- 177p.; MGT of America, Inc., conducted the study.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *Community Colleges; *Compensation (Remuneration); Multicampus Districts; *Part Time Faculty; Research Reports; *Salaries; *State Norms; State Surveys; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document reports on part-time faculty compensation in California Community Colleges, based on a literature review of bargaining contracts and salary schedules, data from the National Center for Education Statistics, the Integrated Postsecondary Education Data System, and the California Community College Chancellor's Office. Also, a statewide faculty survey was distributed to 13,500 full-time and part-time faculty at a sample of 22 community college districts, with a 22 percent response rate. Some of the study's key findings include the following: (1) part-time salaries vary among the 22 community college districts sampled from a low of $29 to a high of $68 per credit hour; (2) the use of part-time instructors differs by discipline with approximately 58% of part-time instructors teaching in humanities, social sciences, and business/technical courses; (3) part-time instructors on average earn 50-60 percent of what full-time instructors earn with comparable experience and educational backgrounds; and (4) approximately 75% of part-time instructors report additional employment. Specific recommendations concern: (1) statewide policy articulation regarding minimum/core functions of community colleges; (2) the development of salary schedules for part-time faculty members that have structures more comparable to that of full-time faculty; (3) an examination of the current distribution of compensation resources; (4) further exploration of how community college districts could provide benefits as a component of compensation; and (5) an ongoing comprehensive, centralized, and independent data gathering effort to provide policymakers with information on both part-time and full-time faculty. (Contains 71 references.) (KS)

ED 451 882   JC 010 329

Child Care: A Level III Review.
PUB DATE- 01
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Care Occupations; College Programs; *Community Colleges; Early Childhood Education; Enrollment Trends; Student Needs; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Child Care Needs; *Florida

This report describes the state-mandated review of Florida's child care programs. Florida's community colleges offer a total of six different degree or certificate programs in child care: Child Development and Education; Child Care Center Management; Child Development Early Intervention; Child Care Provider (discontinued in 98-99); Early Childhood Education; and Child Care Center Operations. Most important in the offering are the

Development

This document presents the 1996 Child Welfare League of America (CWLA) standards based on current knowledge, children's developmental needs, and tested ways of meeting these needs most effectively. The standards are intended to provide goals for improving services to children and families and are used in the development of the standards of the Council on Accreditation of Services for Families and Children, Inc. (COA). Following a section describing how to use the CWLA standards, the guide differentiates the CWLA standards, COA standards for accreditation, and state and provincial licensing. The introduction presents a historical perspective on child welfare services. The chapters are: (1) "Core Values"; (2) "Organizational Establishment, Governance, and Administration"; (3) "Human Resources"; and (4) "Business Management, Marketing, and Resource Development." Appended is the National Society of Fund Raising Executives Code of Ethical Principles and Standards of Professional Practice. (Contains 50 references.) (KB)

ED 451 900 PS 029 344

Sitrin, Barbara
Recruitment, Training, and Retention of Volunteers in Youth-Serving Organizations: A Review of the Literature. Working Paper.
SPONS. AGENCY- Elizabeth Morse Charitable Trust, Chicago, IL.; Prudential Foundation, Newark, NJ.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Literature Reviews; Mentors; Research Needs; *Voluntary Agencies; *Volunteer Training; *Volunteers; Youth Agencies; Youth Programs
IDENTIFIERS- Big Brother Big Sister Programs; Volunteer Recruitment; Volunteer Retention; *Volunteerism

Noting a paucity of research on volunteerism, this report examines research on volunteer recruitment, training, and retention, particularly in youth-serving organizations that rely on volunteers to accomplish their missions. The report also proposes questions for further research. The report notes that while the number of individuals volunteering has increased in the United States in the late 1990s, the average number of hours volunteered by individuals has decreased. Data to support a particular profile of the typical volunteer are lacking, and practitioners are recommended to develop volunteer profiles at the agency or organization level. Motives for volunteering are then examined; it is suggested that there are intricate and layered links between volunteer recruitment, training, and retention that merit further study. Some volunteer training is grounded in sound pedagogical and psychological theory, some appears to have simply evolved. Some studies have linked volunteer commitment to their participation in determining training needs and methods. The report notes that although no clear consensus could be gleaned from research on volunteer retention, some correlations between retention and organizational structure, volunteer motives, and volunteer management merit further study. The findings of a 4-year evaluation of the Big Brothers/Big Sisters of America programs are cited as useful to other youth-serving organizations. The report concludes by asserting that reviewing the research literature has underscored the difficulty of designing studies training because costs must be controlled; (3) expanded regulation is being called for to raise care standards, but neither parents nor providers can afford the extra costs that go with it; and (4) these situations are getting worse with time, not better. The report also includes a summary of comments and ideas on participants' vision for child care and the efforts needed to realize this vision. (EV)

ED 451 918 PS 029 378

Pohlmann, Paulette
Children Are Listening: Conversations for Their Future. Proceedings of the Statewide Forums on Abused, Neglected, and Abandoned Children (Tucson, Tempe, Prescott, and Glendale, Arizona, 1997).
SPONS. AGENCY- Margaret T. Morris Foundation, Prescott, AZ.
PUB DATE- 98
NOTE- 73p.; Additional funding for this publication made by the Casey Family Program and the Arizona Republic's Season for Sharing.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Caseworkers; Change Strategies; *Child Abuse; *Child Neglect; *Child Welfare; *Foster Care; Foster Children; Foster Family; Problems; *Program Effectiveness; Program Improvement; Social Work; Social Workers
IDENTIFIERS- *Arizona; Family Support

Seeking solutions for a troubled child welfare system, the Children's Action Alliance in Arizona held four forums throughout the state in 1997 at which participants were invited to give testimony on their experiences with the child welfare system--its positives and negatives--and their solutions for change. Along with their comments, this report includes feedback from a survey of court-appointed special advocates and Foster Care Review Board members and from a focus group of young adults in the foster care system. This synthesis presents participants' ideas on what works, what does not work, and what they recommend within the following areas used as guiding principles for the discussions: (1) provide services to families before the crisis escalates; (2) respond to serious cases in the right way and on time; (3) recruit more foster parents and support the ones in the system; (4) give caseworkers the support they need; and (5) give every waiting child a safe, nurturing, and permanent home. (EV)

ED 451 919 PS 029 379

Hudgins, Elizabeth; Naimark, Dana Wolfe
Make Kids Count: The State of Arizona's Children, 2000.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 88p.; No report released for 1998 and 1999. For 1997 report, see ED 416 028. Also supported by Bank One, Arizona.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); Foster Care; Health Insurance; Mortality Rate; Poverty; Prenatal Care; *Social Indicators; State Surveys; Statistical

York, NY.
PUB DATE- 00
NOTE- 58p.; For 1999 edition, see PS 029 397.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Attitudes; Adolescent Development; *Adolescents; Birth; Birth Rate; Change Strategies; Contraception; Developing Nations; Early Parenthood; *Family Planning; Foreign Countries; Health Promotion; Newsletters; Pregnancy; Puberty; Reproduction (Biology); *Sex Education; *Sexuality; *Well Being; Youth Problems
IDENTIFIERS- *Asia Pacific Region; Sex Knowledge; Sexual Attitudes; Sexual Relationships

This document comprises the two 2000 issues of a UNESCO newsletter addressing topics related to adolescent well-being in the Asia-Pacific region, particularly reproductive and sexual health. Each issue contains news from the region on various initiatives related to adolescent health and education, as well as Web links and publications on the subject. Each issue also contains a feature article. The June issue focuses on communications and advocacy strategies used with adolescents. The December issue focuses on best practice for adolescent reproductive health services. Countries covered in the two issues include Bangladesh, Cambodia, India, Indonesia, Iran, Malaysia, Maldives, Mongolia, Philippines, Sri Lanka, Thailand, Lao PDR, Nepal, Pakistan, Uzbekistan, and Vietnam. The brief articles provide various statistics, program descriptions, guidelines, concerns, and recommendations related to improving adolescent reproductive health and general well-being in this region. (KB)

ED 451 938 PS 029 401

da Costa, Jose L.; Bell, Susan
A Comparison of the Literacy Effects of Full Day vs. Half-Day Kindergarten.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Practices; *Emergent Literacy; Foreign Countries; *Full Day Half Day Schedules; *Kindergarten; *Kindergarten Children; Low Income Groups; Outcomes of Education; Primary Education; School Schedules; Sex Differences; Teacher Attitudes
IDENTIFIERS- Canada

This study examined the effects of full-day kindergarten on students' development of literacy skills as measured by Clay's Observation Survey, focusing on the impact for Canadian schools serving students from low socioeconomic or educationally deprived backgrounds. Data were collected from two schools offering full-day programs and one school offering half-day kindergarten to students in two classes. The schools offering full-day programs served similar, diverse, low socioeconomic status inner city populations. The school with half-day kindergarten served children of various ethnic backgrounds with a broad range of socioeconomic needs and was located in a suburban area. Data sources included semi-structured interviews consent and a stipend of $5.00 for completing a questionnaire regarding relationship features. Five relationship features were assessed: (1) frequency of interaction; (2) diversity of activities; (3) strength of influence; (4) positive and negative emotions; and (5) subjective closeness. Results of regression analyses indicated that relationship features predicted more variability in subjective closeness for tenth graders than for seventh graders, with emotional tone and the quality of interactions appearing to be salient relationship features. Relationship features predicted more variability in relationships with fathers than in relationships with mothers or friends for both age groups. Seventh graders' closeness to fathers was predicted by more frequent interaction with them and a larger diversity of activities. Tenth graders' closeness to fathers was predicted by experiencing positive emotions in the relationship. Seventh graders' closeness to mothers was predicted by greater frequency of interaction. Tenth graders' closeness to mothers was predicted by engaging in more diverse activities with them. Closeness in relationships with friends was predicted by the experience of positive emotions in this relationship for both age groups. (KB)

ED 451 955 PS 029 418

Hausken, Elvira Germino; Brimhall, DeeAnn; Pollack, Judy
Kindergartners' Educational Progress in Reading: A Study of Language Minority and Non-Language Minority Children.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian American Students; Comparative Analysis; Family Environment; Full Day Half Day Schedules; Hispanic American Students; Kindergarten; *Kindergarten Children; *Language Minorities; Longitudinal Studies; Primary Education; Private Schools; Public Schools; *Reading Achievement; Socioeconomic Status; Spanish Speaking
IDENTIFIERS- Asian Languages

Noting the importance of kindergarten for establishing skills critical for school success, especially for today's diverse kindergartners who differ in the extent and types of early care and educational experiences they have had prior to kindergarten, this study focused on the gains in reading skills made by language minority and mainstream (non-language minority) children. Data were obtained from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), a nationally representative sample of approximately 22,000 kindergartners enrolled in 1,000 public and private kindergartens. Two research questions were addressed: (1) are there differences in reading skills of mainstream children and two groups of language minority children (from Spanish-language or Asian-language homes); and (2) what gains in reading do children make during their kindergarten year and do gains differ by home language status, or by characteristics of child, family, or school. Findings indicated that in the fall of the kindergarten year, higher percentages of children from non-language minority and from Asian-language homes mastered each of the reading proficiency levels than from Spanish-language conceptualization, and action. Such experiential learning often occurs in dialogue with others. "Learning communities" are communities of practice--problem-solving networks that enhance the learning process through aspects of social capital: shared language, shared experiences, self-development, mutual trust, and identification with the community. Over a 1-month period, data from seven e-mail discussion groups in Australia were collected and analyzed. Groups included sheep and beef grazers in remote locations; professional development groups in educational administration, human resource development, and women's health; and two organizations using email to enhance work practice. The asynchronous, virtual environment differed considerably from that of face-to-face interactions, with the virtual environment allowing for multiple discussion topics and varying levels of participation, and demanding different facilitator skills. Challenge was very prevalent in three groups, but the outcomes were quite different, ranging from respect, support, and reflective discussion to personal attacks and miscommunication. The facilitator or moderator has an important role in maintaining a respectful dialogue that enhances understanding and learning. (SV)

ED 451 973 RC 022 820

Kylin, Maria
Making Outdoor Places for Children: How Children's Needs for Outdoor Places Are Reflected in Community Plans. A Pilot Study.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Communication in Urban Planning Conference (Goteborg, Sweden, October 2-5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Childhood Attitudes; *Childhood Interests; Children; Foreign Countries; *Outdoor Activities; Parks; *Play; Playgrounds; *Urban Planning
IDENTIFIERS- Nature; Sweden

Neighborhood parks and playgrounds are included in the planning of residential areas in Sweden, but the specific requirements and needs of children are seldom considered. In a pilot study in the town of Eslov, a focus group of seven teachers and planners identified outdoor places which they thought were preferred by children, and four boys and four girls around the age of 11 described their everyday outdoor places via show-and-tell walks. Findings showed that teachers and planners believed that the outdoor locations near the residential areas were the places most used by children. This was consistent with what the children described, but for them these areas had other dimensions. The children focused on "small" or "special" places such as a tree, bush, secret hiding place, or hut. The street, the school playground, and a glass-covered arcade were also mentioned. Only two children mentioned a specific playground they also liked. Teachers' descriptions of places often took a child's perspective in that they mentioned small places; planners felt that children should be protected from urban dangers such as traffic, and talked about parks, green areas, or nature; but the children described places in terms of what they did there, seldom mentioning playgrounds, schoolyards, woods, or nature. Of the five green areas that the focus group expected the children to use, the only one used on a daily basis was reserved for a future road. Implications for urban planning are discussed. (Contains 19 references, mostly in Swedish.) (TD) no schooling; (3) decentralization may be undermining incentives and accountability at the local level; (4) most participants had attained levels of reading, writing, and numeracy higher than grade 4, but average attainment was very limited; (5) learner attainments varied with quality of implementation; (6) graduates increased their participation in community governance, improved their health practices, and established successful income-generating activities; (7) similar outcomes were found for government and NGO programs; (8) literacy materials varied in quality and availability; (9) instructors in government programs had little schooling and training, and supervision was dismal in most places; and (10) unit costs were about $4.50 per year (U.S. dollars) but would rise to about $13.00 per year if steps were taken to ensure sustainability. A final chapter by John Oxenham discusses wider implications for the adult education profession. (Contains 53 references and 59 data tables.) (SV)

ED 451 991   RC 022 928

Mentz, Kobus
Change and the Quality of Work-Life of Teachers in Rural Schools in South Africa.
PUB DATE- 01
NOTE- 16p.; Presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 9-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Laborers; Black Education; Educational Change; Educational Environment; Elementary Secondary Education; Foreign Countries; Politics of Education; Principals; *Quality of Working Life; Rural Farm Residents; *Rural Schools; *School Culture; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Surveys; *Teaching Conditions
IDENTIFIERS- Farms; *South Africa; Teacher Principal Relationship

Rural schools in South Africa are often found on farms. These "farm schools" are usually erected by the farmer to educate the children of farm laborers. While officially public schools, farm schools are on private property and maintained through private funds. The history of farm schools is closely linked with the political history of South Africa. In 1987, 73 percent of all schools for Blacks were farm schools. The transition to democratic government and extensive educational changes implemented in 1996 resulted in an atmosphere of uncertainty. A study to determine the quality of the work-life of teachers on farm schools in South Africa during this period of change surveyed 60 teachers in 15 farm schools in 1 school district. Findings indicate that teachers in rural schools are generally satisfied with their circumstances and enjoy teaching; teachers are proud of their schools and have good relationships with students; teachers are proud to be teachers; there is a low level of frustration among teachers in rural schools; teachers in farm schools have a sense of belonging to a community; teachers seem to be satisfied with classroom size, physical facilities, and teacher-student ratios; support received by teachers from the principal is insufficient; principals do not play a big role in determining whether teachers experience the organizational climate as positive or negative; principals may experience uncertainty about their positions since the farmer owns the school and students are children of farm employees.

assessing a community's level of readiness to initiate prevention strategies. The model has nine stages of readiness--tolerance, denial, vague awareness, preplanning, preparation, initiation, institutionalization, confirmation/expansion, and professionalization. The most appropriate method for assessing the community's level of readiness is to survey key community members who know about the type of problem examined. The model can be used by community members to develop interventions appropriate to each stage of their community's readiness, thus increasing the potential for strategies to be successful and cost-effective. Overall support from the community, known as community climate, will in large part determine the success of prevention efforts. If prevention efforts are in place, they should not be reduced because of a lack of overall community involvement; rather, interventions should be undertaken to alter the community climate. The community readiness model can be adapted to other issues such as health and nutrition, environmental, social, and personal problems. (Contains 14 references.) (TD)

ED 452 009 RC 022 946

Johnson, Jeannette L.; Plemons, Bradford W.; Starr, Edward; Reyes, Raymond; Fleming, Candace; Latimer, Anna; Trimble, Joseph E.
Native American Perceptions of the National Association for Native American Children of Alcoholics: In Their Own Words.
PUB DATE- 01
NOTE- 45p.; In: Health Promotion and Substance Abuse Prevention among American Indian and Alaska Native Communities: Issues in Cultural Competence; see RC 022 940.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcoholism; *American Indians; Child Abuse; *Community Role; *Cultural Awareness; Cultural Influences; Empowerment; Organizations (Groups); Prevention; Program Evaluation; Self Esteem; *Social Support Groups; *Substance Abuse
IDENTIFIERS- *Children of Alcoholics; Intergenerational Transmission; Native Americans

The National Association for Native American Children of Alcoholics (NANACOA) initiated a strategy in 1995 to evaluate their programs and prevention efforts. The design and methodology of the project incorporated a "naturalistic" approach to help preserve cultural integrity and respect multiple perspectives. Data were gathered from archival sources, 50 personal interviews and 12 focus groups. One powerful theme traced the negative effects of substance abuse in participants' communities, including the generational transmission of substance abuse behavior; the damage it caused to families, friends, community, and culture; and its link to child abuse. The importance of culture, spirituality, and tradition was stressed in counteracting these negative effects. Participants stated that NANACOA realized the importance of culture by encouraging pride in one's ethnic identity, stressing the importance of rediscovering Native ways, and affirming the importance of culture in the healing journey. Several participants stressed the importance of support from family, friends, community, and staff members in maintaining a sober lifestyle. NANACOA was described as an organization that promoted healing and self-care, encouraged learning, and served as a source of support and empowerment. Recommendations for how NANACOA could better serve Native Americans included making and Mona Grieser); (2) "Thinking about Behavior" (Orlando Hernandez and Martha C. Monroe); (3) "Participation" (Mona Grieser); (4) "Gender Matters" (Mona Grieser and Barbara Rawlins); and (5) "Addressing the Social Dimension: An Application of Systems Thinking" (Robbin R. Hough and Brian A. Day). Section Two entitled "Planning EE&C Programs" includes: (6) "Conducting a Rapid EE&C Assessment" (Richard Bossi); (7) "Formative Research" (Orlando Hernandez); (8) "Pre-Testing EE&C Products" (Martha C. Monroe); and (9) "Evaluation" (Orlando Hernandez). Section Three entitled "Conducting EE&C Activities" includes: (10) "Building Capacity through Training" (Martha C. Monroe and Nina Chambers); (11) "Media Campaigns" (Brian A. Day); and (12) "Putting People into Policy" (Raisa Scriabine and Brian A. Day). Section Four entitled "Putting It All Together" includes: (13) "El Salvador's National Environmental Education Strategy" (Jose Ignacio Mata); (14) "The Gambia Environmental Awards Scheme--Creating Environmental Awareness through Participation" (Irma Allen); and (15) "Water Conservation in Jordan: A Novel Approach to Curriculum Development" (Mona Grieser, Barbara Rawlins, and Khulood Tubaishat). (YDS)

ED 452 030 SE 064 483

Tapia, Ivan, Ed.; Blochmann, Georg, Ed.
Environmental Education in Germany: Concepts, History, Projects, Visions.
PUB DATE- 00
NOTE- 33p.; Theme issue. English edition of B&W titled "Education and Science."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Conservation (Environment); Ecology; *Educational Change; Educational History; Elementary Secondary Education; *Environmental Education; Foreign Countries; Outdoor Education; Vocational Education
IDENTIFIERS- *Germany

This document presents the history of environmental education in Germany and reports on the diversions and solutions in the search for sustainable education. Five sections include: (1) "Environmental Education: Learning with All One's Senses"; (2) "Sustainability as the New Model: Knowledge of a New Quality"; (3) "Tomorrow's Education in Yesterday's School: Scope and Limits of Environmental Education in Schools"; (4) "Environmental Education Outside Schools When Nature Becomes a Teacher"; and (5) A Silent Revolution? Visions for a Sustainable Education System". (YDS)

ED 452 031 SE 064 493

Nakahara, Tadao, Ed.; Koyama, Masataka, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME) (24th, Hiroshima, Japan, July 23-27, 2000), Volume 1.
PUB DATE- 00
NOTE- 298p.; For volumes 2-4, see SE 064 994-996.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Cultural Influences; *Educational Assessment; Elementary Secondary Education; Functions (Mathematics); Geometric Concepts; Geometry; Graphs; *Mathematics Curriculum; *Mathematics Education; *Problem

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Uses in Education; *Data; Electronic Mail; *Family (Sociological Unit); *Information Technology; Inquiry; World Wide Web
IDENTIFIERS- National Science Foundation

This document reports the findings of a project that focused on three main activities: (1) taking inventory and annotating existing data collections related to an understanding of the application and implications of information technologies (IT) in the home; (2) developing an annotated bibliography of articles, books, and reports that present research about or analyses of the application and implications of IT in the home; and (3) integrating the findings from this research to present what existing evidence says about the application and implications of IT in the household sector, and identifying any caveats regarding these findings and any significant gaps in coverage. This report is divided into six categories; (1) an overview of the state of knowledge and inquiry into the adoption and impacts of IT in the home; (2) a conceptual framework for analysis of these issues; (3) the sociodemographics of access and adoption; (4) patterns of IT use; (5) research on impacts; and (6) a concluding section that discusses the information gaps and analytical needs in this field of inquiry. (Contains 58 references.) (YDS)

ED 452 051 SE 064 641

Thorson, Annette, Ed.
Teaching in the Standards-Based Classroom.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 93p.; Theme issue; published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Concept Mapping; Cooperative Learning; Educational Change; Elementary Secondary Education; Evaluation; *Inquiry; Internet; Science Education; Technology
IDENTIFIERS- Systemic Educational Reform

This issue of "ENC Focus" focuses on teaching in the standards-based classroom. Contents include: (1) "Creating Ideals and Making Them Real" (Annette Thorson); (2) "ENC Partners: Eisenhower National Clearinghouse Sites" (Juyong Pae); (3) "Innovators' Forum"; (4) "Using the Internet: Connecting Students through Collaborative Projects" (Kimberly S. Roempler); (5) "Students Write: Patterns Are" (Peggy Bush); (6) "The Heart of Systemic Reform" (Nancy Love); (7) "An Interview with Marilyn Burns: Meeting the Standards--Don't Try to Do It All By Yourself" (Terese Herrera); (8) "Inquiry in the Standards-Based Science Classroom: A New Resource for Teachers and Teacher Educators" (Tina Winters and Karen Hollweg); (9) "There Are Standards and Then There Are Standards" (Judy Spicer); (10) "Student Learning Groups That Really Work" (Carol Damian); (11) "Inside the Minds of Six Year Olds" (Edward Mooney, Cheryl A. Lubinski, and Paul Saaty); (12) "Concept Maps: Finding Our Way on the Road to a Standards-Based Classroom" (Judy Ridgway and Linda Saville-Rath); (13) "A Snapshot of Assessment in a Standards-Based Classroom" (Carol Midgett); (14) "Dovetailing Standards" (Louise Stivers); (15) "Technology Can Help You Meet the Standards" (Jaclyn Synder); (16) "High Standards for All--A Key Ingredient of Systemic

IDENTIFIERS- *Australia

Undergraduate mathematics courses in Australia, as elsewhere, have for some time been integrating software into their teaching programs. This international trend is stimulated by the increase in technological resources in general and the impact of symbolic manipulator packages. It has been recommended that mathematics departments re-design courses to make the best use of the increased computer power becoming available. This paper examines some of the issues that are emerging as this process unfolds. It focuses on the computer-based undergraduate courses' attitudes towards mathematics and technology. Studies designing attitude scales for use in programs with computer technology, classifying the range of student-generated questions that emerge when learning of mathematical content interacts with a symbolic manipulator environment, and identifying structural properties associated with the Maple environment that can be identified as linking task demand and student success are discussed. (Contains 24 references.) (ASK)

ED 452 074 SE 064 675

Hammerman, James K.
Exploring Development in Exemplary Mathematics Teacher Professional Development Programs: "Re-Forming" Teachers' Thinking.
PUB DATE- 01
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Originally submitted as a Doctoral Qualifying Paper at the Harvard Graduate School of Education, March 2000. some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Faculty Development; *Mathematics Education

The purpose of professional development that supports changes in thinking is ultimately to develop practice that will lead to deeper and more robust learning for students. There is a complex relationship between teachers' beliefs and teaching practices. To a large extent, mathematics teacher professional development programs in recent years have attempted to support teachers to change their thinking in directions suggested by the Standards vision. This paper examines the goals and practices of several exemplary, reform-oriented mathematics teacher professional development programs to better understand the changes in teachers' thinking that they call for. In reviewing this literature, it begins by asking the following questions: What kinds of changes in teachers' thinking are exemplary mathematics teacher professional development programs seeking? How do they attempt to create these changes? and How do they seek to document their effectiveness in this regard? The information gleaned from this reading is organized and categorized into an interconnected set of thematic sketches of the goals and practices of these programs. Finally, the paper examines the level of cognitive complexity and perspective-taking required of teachers to meet these several goals. It suggests the utility of such a lens for understanding the experiences of teachers in mathematics teacher professional development programs. (Contains 111 references.) (ASK)

ED 452 075 SE 064 676

Costner, Kelly M., Ed.; Herman, Marlena F., Ed.
MSaTERs: Mathematics, Science, and Technology Educators & Researchers of The Ohio State University. Proceedings of the Annual Spring Conference (4th, Columbus, Ohio, May 6, 2000).
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; Foreign Countries; Geometry; Inquiry; *Mathematics Education; Science Curriculum; *Science Instruction; *Technology Education
IDENTIFIERS- South Korea

The Mathematics, Science, and Technology Educators and Researchers of The Ohio State University (MSaTERs-OSU) is a student organization that grew out of the former Ohio State University Council of Teachers of Mathematics (OSU-CTM). Papers from the fourth annual conference include: (1) "Technology Education Curriculum Models in Michigan Secondary Schools" (Phillip L. Cardon); (2) "Inquiry-based Teaching in Urban Schools" (Anita Roychoudhury); (3) "Discovering Pi with Geometry Software While Accommodating Different Levels of Technological Literacy in a Student Population" (Lloyd Hugh Allen); (4) "Visual Perception of Small Living Organisms by Nonmajor Biology Students at The Ohio State University" (Robert Day); (5) "Answering the Creationists: The Importance of Religiously-Neutral Science Education" (Alexander Glass); (6) "Designing Instructional Tools Using the Tenets of Constructivism" (Beth D. Greene and Marlena F. Herman); (7) "The Development of a Rubric to Evaluate Effective Thematic Units in Science" (Tracy L. Huziak); (8) "Instructional Effects of Multiple Analogies on Understanding the Concept of Chemical Changes" (Hyeoksoon Kwon); (9) "A Comparative Study of U.S. and Korean Science Curriculum Reforms" (Hyeoksoon Kwon and Youngsun Kwak); (10) "An Analysis of the Teaching and Learning Theories of the New National Science Curriculum in Korea" (Gyoungho Lee and Hyonyong Lee); (11) "What Do the 'New Standards' Look Like in Action? Practical Examples from Algebra II" (Nancy Schaefer and Sharon Kail); (12) "Conceptions-based Radioactivity Curriculum" (David Torick); and (13) "Science Education in Korea: New Curriculum and Challenges" (Hyonyong Lee, Roseanne W. Fortner, and David L. Haury). (ASK)

ED 452 097 SE 064 747

Chen, Min-Pyng
Benefits of Investigations as Non-Traditional Assessments in Secondary Mathematics.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Evaluation Methods; Foreign Countries; *Mathematics Education; *Performance Based Assessment; Relevance (Education); Secondary Education

This paper reports on a research study examining the benefits of investigations as non-traditional assessment tasks in the lower secondary school. A mathematical investigation is defined as an pointed out the existence of a "human crisis," besides the overemphasized financial one. He proposed a new development framework taking into account the widening poverty gap, the increase in unemployment, as well as the growth in population, water scarcity, food security, and the danger of social unrest. In the area of education, a change of discourse included the fear of social unrest and the question of "social cohesion." This paper examines two contemporary World Bank publications in education and development: "Decentralization of Education: Demand-Side Financing in Education" (Patrinos and Ariasingam, 1997/1999) and "Assessing Aid: What Works, What Doesn't and Why" (Dollar and Pritchett, 1998). The paper states that if these two documents are not an "official view" of the World Bank concerning education and development, then the education policy paper entitled "Education Sector Strategy" (World Bank, 1999) cannot be denied as an official and recent World Bank document showing the organization's educational agenda. It examines in detail this third document. It notes that many documents mentioned in World Bank publications as a base for their work continue to be kept in secrecy, inaccessible to the public. It also finds that a deep historical perspective is lacking in the 1999 document, and that the World Bank's Educational Knowledge Management System seems to be an attempt to foster the commodification, sterilization, and standardization of knowledge, constituting a peril to democracy. (Contains 11 references.) (BT)

ED 452 118   SO 032 675

Ng Heung-sang, Anita
Visualizing Change in Art Education: Artists in Residence in Hong Kong Schools.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Activities; *Art Education; *Art Teachers; Case Studies; Educational Change; Educational Research; *Foreign Countries; Secondary Education
IDENTIFIERS- *Artists in Residence Program; *Hong Kong; Teaching Research

First-hand experiences in learning art are very important. In Hong Kong secondary art, teachers must follow the syllabus and examination schedule suggested by the Education Department. Thus, these teachers cannot undertake art projects because they are locked into the structure of the syllabus and the limits of the timetable. This paper investigates two artist-in-residence projects implemented in Hong Kong. One project is an artist based in a secondary school and the other is an artist based in the studio. The paper finds that the students had greater exposure to various artforms and developed new ideas to make their work more creative. The art teachers participated in different activities and gained new ideas and stimulation for teaching. The paper concludes that, through their participation in teaching and exhibitions, the artists made successful contributions to schools and the community. (Author/BT)

ED 452 119   SO 032 676

Zeringo, Thomas A.; Baldwin-LeClair, Jack
The Paucity of Male Elementary School Teachers: Discriminatory Hiring Practices and Other Contributing Factors.

on teaching regarding gay and lesbian issues cannot be seen as an isolated entity, particularly in light of the negative associations between gays and children promulgated by those wishing to oppress. (Contains 38 references.) (BT)

ED 452 140 SO 032 714

Stearns, Peter N., Ed.; Seixas, Peter, Ed.; Wineburg, Sam, Ed.
Knowing, Teaching, and Learning History: National and International Perspectives.
PUB DATE- 00
NOTE- 482p.; Cover page varies. Published in conjunction with the American Historical Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Global Approach; Higher Education; *Historical Interpretation; *Historiography; *History Instruction; Teacher Education; *Theory Practice Relationship
IDENTIFIERS- Historical Research

This interdisciplinary collection of essays examines the current state of history education by exploring connections between the historical discipline, learning theory, and classroom practice. The collection asks the question, "How do students develop sophisticated historical understandings and how can teachers best encourage this process?" Essays are divided among four parts. Part 1, "Current Issues in History Education," includes: "Schweigen! die Kinder! or, Does Postmodern History Have a Place in the Schools?" (P. Seixas); (2) "Is It Possible To Teach Beliefs, as Well as Knowledge about History?" (J. V. Wertsch); (3) "Teaching and Learning History in Canada" (D. Morton); (4) "Dilemmas and Delights of Learning History" (D. Lowenthal); (5) "The Caliph's Coin: The Currency of Narrative Frameworks in History Teaching" (D. Shemilt); (6) "The 'Convergence' Paradigm in Studying Early American History in the Schools" (G. B. Nash); and (7) "Constructing World History in the Classroom" (R. E. Dunn)). Part 2, "Changes Needed To Advance Good History Teaching," includes: (1) "The Educational Backgrounds of History Teachers" (D. Ravitch); (2) "A Catwalk across the Great Divide: Redesigning the History Teaching Methods Course" (G. W. McDiarmid; P. Vinten-Johansen); and (3) "'What's This New Crap? What's Wrong with the Old Crap?' Changing History Teaching in Oakland, California" (S. Weintraub). Part 3, "Research on Teaching and Learning in History," includes: "Progression in Historical Understanding among Students Ages 7-14" (P. Lee; R. Ashby); (2) "Lessons on Teaching and Learning in History from Paul's Pen" (G. Leinhardt); (3) "Methods and Aims of Teaching History in Europe: A Report on Youth and History" (B. von Borries); (4) "How Americans Use and Think about the Past: Implications from a National Survey for the Teaching of History" (R. Rosenzweig); (5) "Articulating the Silences: Teachers' and Adolescents' Conceptions of Historical Significance" (L. S. Levstik); and (6) "Making Historical Sense" (S. Wineburg). Part 4 includes: (1) "Models for Teaching" "Into the Breach: Using Research and Theory To Shape History Instruction" (R. B. Bain); (2) "Making Connections: The Interdisciplinary Community of Teaching and Learning History" (C. Gutierrez); (3) "A Case Study of Developing Historical Understanding via Instruction: The Importance of Integrating Text Components and Constructing Arguments" (J. F. Voss; J. Wiley); (4) "Historical Understanding: Beyond the Past and into the Present" (V. Boix-Mansilla); (5) "Getting Specific about Training in Historical

To Tobacco Use Prevention and Education With Childhood Development"; "Educational Materials and Resources on Tobacco Use Prevention and Cessation"; "Guidelines for Reviewing Tobacco Use Prevention Education Materials"; "Guidelines for Non-School Personnel Presenting Health Programs in Montana Schools"; "A Dozen Good Reasons for Tobacco-Free Schools"; and "Where to Find Information." (Contains 71 references.) (SM)

ED 452 161 SP 039 892

Rudy, Dennis W.
What Matters Most: HealthWorks! Kids' Museum Annual Evaluation Report of Findings, Year 1 of 5.
PUB DATE- 01
NOTE- 35p.; HealthWorks! Kids' Museum is sponsored by Memorial Health Sysems and the Memorial Health Foundation, along with funding by the Harry and Jeannette Weinberg Foundation, the Memorial Hospital Auxillary, and the Junior League of South Bend. An executive summary is appended.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Health; Community Programs; Creative Teaching; Elementary Secondary Education; *Health Education; *Health Promotion; Museums; Outreach Programs; Program Effectiveness; Program Evaluation

This report presents an evaluation of the HealthWorks! Kids' Museum, an urban education center designed to help children in grades preK-8 understand and make good choices about healthy living and lifestyle choices. It includes an exhibit floor and interactive classroom areas with a program highlighting how body systems work; a game challenging the senses and intelligence; a computer kiosk with health-related questions; a climbing wall that looks like magnified human skin; and video games. The evaluation plan uses multiple data measures, encompassing both content and process concerns, formative and summative assessment, and on-site and off-site activities. Qualitative and quantitative measures are utilized. Data collection includes surveys of the visiting public, teacher evaluations, and artifact reviews. Written documentation regarding all assessment activities are given in an annual report. A summative assessment of all data related to the program is compiled in a longitudinal report. Evaluation documentation are presented to stakeholders at annual meetings. Findings are disseminated to the larger professional health community. Year 1 findings indicate that children enjoy and use the interactive activities and consider them meaningful and fun. Teachers, parents, and community members report increased awareness and knowledge of health issues. An executive summary is appended. (Contains 10 references.) (SM)

ED 452 162 SP 039 894

Spain, Christine G.; Franks, B. Don
Healthy People 2010: Physical Activity and Fitness. President's Council on Physical Fitness and Sports Research Digest, Series 3, No. 13.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

providing staff development opportunities for teachers, and establishing community collaboration among participating 6th graders). An executive summary is appended. (Contains 13 references.) (SM)

ED 452 181 SP 039 919

Rauch, Carol; O'Rourke, Judith
Induction, Mentoring and Retention of Teachers.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Holmes Partnership Conference (5th, Albuquerque, NM, January 26-28, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Beginning Teacher Induction; *Beginning Teachers; Classroom Techniques; *College School Cooperation; Elementary Secondary Education; Higher Education; Internship Programs; *Mentors; Partnerships in Education; Preservice Teacher Education; Professional Development Schools; *Teacher Competencies; *Teacher Persistence; Teacher Student Relationship; Teaching Skills
IDENTIFIERS- Cincinnati Public Schools OH

To help combat the problem of beginning teacher/high attrition rate, the Cincinnati Initiative for Teacher Education (CITE) program was piloted in the '93-'94 school year with University of Cincinnati students and the '94-'95 school year with the Cincinnati Public Schools. In '95-'96, students participated in half-time teaching internships. For 2000-2001 they were working in Professional Development Schools (PDSs) and Professional Practice Schools (PPSs). Partnership activities include ongoing mentor training including Pathwise Training for Mentors, Ohio First, and Mentoring I, II, and III. Interns take graduate courses during the fifth year of the program, and most obtain Master's degrees during their first year of full-time teaching. Students acquire theoretical and pedagogical knowledge pertaining to education and integrate the information in their internship settings. The importance of continued professional development for teachers and the need for reflection and inquiry are stressed. Sustained support and feedback from team members is critical to program success. Weekly meetings include vertical and horizontal teams and well as PPS/PDS teams of teachers. University liaisons meet with interns and teaching associates and observe them in their classrooms. Several action research issues have been explored with CITE participants. Interns are evaluated via formative and summative evaluation. (Contains 11 references.) (SM)

ED 452 182 SP 039 920

Goodnough, Gary E.; Keefe, Susan; Mealey, Joseph; Curtis, Ingrid
Improving Pre-Service Teachers' Writing: A View from Students.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Elementary Secondary Education; Feedback; Higher Education; Preservice Teacher Education; Student Attitudes; Student Teachers; *Writing Attitudes; *Writing Improvement; *Writing Skills
IDENTIFIERS- Plymouth State College NH

community. The study used an 8-item survey to examine teachers' and counselors' perceptions of practices related to SEC curriculum. Participants came from colleges and universities nationwide. Results indicated that SEC was not addressed in mission statements and admission policies, nor were there many explicit courses offered to teach SEC skills. Respondents perceived a crowded curriculum and state requirements as the two main hindrances to SEC inclusion. Although private institutions indicated that the curriculum was too crowded for SEC, they also indicated that they perceived their graduates as ready to address SEC issues in their own classrooms. Most respondents were interested in pursuing an increased emphasis on SEC education. (SM)

ED 452 202 TM 032 487

Schulz, E. Matthew; Sun, Anji
Controlling for Rater Effects When Comparing Survey Items with Incomplete Likert Data. ACT Research Report Series.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; *Likert Scales; *Reliability; Responses; *Surveys
IDENTIFIERS- *Rater Effects

This study was concerned with ranking items with Likert scale data when the items are subject to systematic (nonrandom) patterns of nonresponse. Researchers applied the rating scale model of D. Andrich (1978) to data from a survey in which the item response rate varied from less than 1% to over 90%. Data were from a section of the Student Opinion Survey for 7,133 students at 10 colleges. The person parameter in the rating scale model measured each rater's tendency to give higher or lower ratings in a fashion that was consistent across items. This tendency was named "pleasability" according to the Likert scale used in the study. Survey respondents differed substantially in pleasability. Groups responding to different items differed in average pleasability. Item parameter estimates in the rating scale model corrected for the differential exposure of survey items to pleasability. Compared to available case means, the rank order of items by their parameter estimates in the rating scale model had higher internal order consistency. (Contains 1 figure, 7 tables, and 26 references.) (Author/SLD)

ED 452 203 TM 032 488

Crislip, Marian A.; Heck, Ronald H.
Accountability, Writing Assessment, and Equity: Testing a Multilevel Model.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Elementary Education; *Elementary School Students; Equal Education; Ethnicity; *Institutional Characteristics; Language Proficiency; Learning; *Outcomes of Education; *Performance Based Assessment; Sex Differences;

Councils.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Reader Text Relationship; *Test Items; *Text Structure
IDENTIFIERS- *Functionalism; Hemingway (Ernest); *Perspective Text Analysis; Structuralism

Two scientific ideas have been discerned in 20th century thinking: the structuralism common in Europe and the functionalism apparent in the United States. This paper presents two experiments in text analysis. One discusses the behaviorist writing style of Ernest Hemingway. It hypothesizes that since he is a behaviorist in practice, he should be a functionalist in thought. The basis for this hypothesis is the functionalistic Visual Cliff experiments in which a device was built for testing depth perception with the use of a behavior component. A text sample from Hemingway's 1927 short story, "The Killers," was studied through Perspective Text Analysis, and the result, portrayed in graphical terms, shows consistency between mind and practice in the sense that Hemingway is proved to be a functionalist throughout. The second experiment concerns the analysis of a test item that is supposed to be a description of the idea of functionalism. It has been difficult for students to distinguish this item from an item describing behavioralism. Using the same method, Perspective Text Analysis, it is shown that the item is a real representation of functionalism in that its functional component is transparent through the behavioral. It is concluded that the result of the two experiments is an invariant structure of the idea of functionalism. (Contains 9 figures and 27 references.) (SLD)

ED 452 223 TM 032 508

Gans, Thomas
The Superintendent's Tenth Annual Report on School Performance and Improvement in Hawai'i, 1999.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Dropouts; Educational Finance; Educational Improvement; Educational Trends; Elementary Secondary Education; *Enrollment; Financial Support; *Public Schools; *Special Needs Students; State Programs; Tables (Data); *Test Results
IDENTIFIERS- *Hawaii

This report contains collective data on Hawaii's schools for the school year 1998-1999, showing trends over time and, where appropriate, comparisons with data from other states. The report covers public education from kindergarten through grade 12, with data from all 251 schools in Hawaii. Enrollment growth has declined sharply in the past 3 years, and overall enrollment actually declined by 1% in 1998-1999 in all but one school district. The numbers and proportions of students with special needs are increasing. These students are those from poor economic circumstances, those with limited English proficiency, and those who need special education services. Fiscal constraints have limited the state's efforts to reduce the pupil-to-teacher ratio, and, in fact, the state's financial commitment to public education, as indicated by the percentage

Tests; Test Construction; Test Content; *Test Items; Writing (Composition)
IDENTIFIERS- Georgia; *Georgia High School Graduation Tests

This document is a supplement to the Test Content Description for the Georgia High School Test in English Language Arts. The sample items are representative of items on the actual Georgia High School Tests. The strands (major areas) being tested are Reading/Literature (47 to 49% of the test), Critical Thinking (37 to 39% of the test), and Writing/Language/Grammar (14 to 16% of the test). General test taking hints are given, suggesting that students read carefully, consider every choice, guess intelligently, spend test time wisely, and check work carefully. Some sample items with explanations of the answers are given, and other practice items are included with answers but no explanations. A student self-assessment and remediation plan is attached. (SLD)

ED 452 245 TM 032 531

Test Content Description for Mathematics. Georgia High School Graduation Tests.
PUB DATE- 99
NOTE- 92p.; For the student guide to preparing for the test, see TM 032 532. For test content descriptions for other subjects, see TM 032 529, 032 533, and 032 535.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *High School Students; High Schools; *Mathematics; Standardized Tests; Test Construction; *Test Content
IDENTIFIERS- Georgia; *Georgia High School Graduation Tests

This document contains a description of the Georgia High School Graduation Test in mathematics. The test item specifications, reflecting the Georgia State Quality Core Curriculum, are used by writers and reviewers who are responsible for the development of test items. Much of the content in the description is based on earlier test versions developed between 1994 and 1996. In its present form, the description includes the test content and the types of questions students will be expected to answer. Practical advice for test taking is also included. The test content description includes information for four areas: (1) Number and Computation (17 to 19% of the test); (2) Data Analysis (19 to 25%); (3) Measurement and Geometry (32-34% of the test); and (4) Algebra (28 to 30% of the test). (SLD)

ED 452 246 TM 032 532

How To Prepare for Tests: A Guide for Georgia High School Students Preparing for the Georgia High School Graduation Tests. Content: Mathematics. Including Hints on Preparing for the GHSGTs, Practice Test Questions and Answers, Thorough Explanation of Answers to Select Questions.
PUB DATE- 99
NOTE- 17p.; For the test content description, see TM 032 531. For guides for preparing for the other subjects, see TM 032 530, 032 534, and 032 536.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *High School Students; High Schools; *Mathematics;

school implementing the Baldrige plan can actually embrace an aesthetic vision as outlined by M. Green and E. Eisner was studied at a small inner-city elementary school. The rhetoric of the Baldrige plan did not play out during the supposed implementation of the plan over 5 years at this school. The findings suggest that quality in schools cannot be legislated through a corporate approach to success. (SLD)

ED 452 269 TM 032 557

Gorney, Barbara; Maury, Marcia
Relationship of Scores and Times of Test Administration via Computer.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; High Stakes Tests; Higher Education; *Licensing Examinations (Professions); Medical Education; *Medical Students; *Scores; *Test Results; *Time

The purpose of this study was to determine if a relationship exists between scores and the times that medical students choose to take a computer-administered test. The results indicate that students who choose to take a test later within a given time period tend to perform less well than students who take the test earlier. Although the magnitude of the relationships was slight, a negative association was found for both high-stakes national examinations and weekly quizzes associated with a medical school course. Second-year students are required to take the U.S. Medical Licensing Examination (USMLE) Step 1 in March or April, and third-year students are required to take Step 2 between April and July. Students, who are required to attain a national passing score on both examinations in order to progress, may schedule their examinations from several weeks to several months in advance. Data from the Step 1 examination were studied for 2 cohorts of 111 and 102 students. Although the magnitude of the associations found was slight, the negative direction persisted across cohorts and type of test, whether high-stakes national tests or weekly quizzes for second-year students. (SLD)

ED 452 270 TM 032 558

Watt, Helen M. G.
The Nature and Development of Boys' and Girls' Self-Perceptions and Value Judgements in Math through Grades 7 to 11 in Australia: An Application of Latent Growth Modeling.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Females; Foreign Countries; Males; *Mathematics; Secondary Education; *Secondary School Students; *Self Concept; *Sex Differences; Socialization
IDENTIFIERS- Australia; *Expectancy Value Model of Student

Ehrle, Jennifer; Geen, Rob; Clark, Rebecca
Children Cared for by Relatives: Who Are They and How Are They Faring? New Federalism: National Survey of America's Families, Series B, No. B-28. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 9p.; Project produced in collaboration with Child Trends. Also supported by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Custody; Child Health; *Child Rearing; *Children; *Family Relationship
IDENTIFIERS- *Kinship Foster Care

This brief documents the numbers of children living in different types of kinship environments, characteristics of those environments, and services these children receive. Data come from the 1997 National Survey of America's Families, a nationally representative survey of households with people under age 65 that measures economic, health, and social characteristics. This analysis uses information from the sample of children under age 18. The three types of kinship care this brief examines are: private kinship care (1.3 million children being cared for privately by relatives without involvement of a public child welfare agency); kinship foster care (200,000 children living with relatives because a child welfare agency removed them from their parents due to abuse or neglect, took them into state custody, and placed them with a relative); and voluntary kinship care (300,000 children who came to the attention of child protection services and were placed with kin, but who are not in state custody). Results indicate that: the population of children living in voluntary kinship care is substantial; children in all kinship care environments face substantial socioeconomic risk; and despite being eligible to receive services, relatively few children in kinship care live in families that do. (Contains 12 references.) (SM)

ED 452 288   UD 034 109

Campbell, Patricia F.; Silver, Edward A.
Teaching and Learning Mathematics in Poor Communities Working Conference (Chicago, Illinois, June 7-10, 1998).
PUB DATE- 99
NOTE- 36p.; "A Report to the Board of Directors of the National Council of Teachers of Mathematics submitted by the Task Force on Mathematics Teaching and Learning in Poor Communities."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Context Effect; Cultural Influences; Curriculum;

PUB DATE- 00
NOTE- 288p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Dropout Rate; Early Childhood Education; Economics; Educational Attainment; Elementary Secondary Education; *Employment Patterns; Fringe Benefits; *Hispanic Americans; Human Capital; Immigrants; Job Search Methods; *Labor Force; *Labor Market; Social Influences; Wages
IDENTIFIERS- Latinas; Latinos

This collection of papers looks at the employment status of the U.S. Hispanic population, a significant and growing segment of the nation's labor force. It analyzes characteristics of Latino workers, including educational attainment by Hispanic subgroups, work experience and skills, and computer literacy. The eight papers are: (1) "What Latino Workers Bring to the Labor Market: How Human Capital Affects Employment Outcomes" (Marcelo Siles and Sonia M. Perez); (2) "What a Latino Worker Finds in the U.S. Labor Market" (Rebecca Morales); (3) "Latino Unemployment: Current Issues and Future Concerns" (Jorge Chapa and Craig Wacker); (4) "Latino Immigrants in the Labor Force: Trends and Labor Market Issues" (Guillermo J. Grenier and Peter Cattan); (5) "Compensation for the Latino Worker" (Cordelia W. Reimers); (6) "Benefit Coverage for Latino and Latina Workers" (Richard Santos and Patricia Seitz); (7) "Closing the Social Mismatch: Lessons from the Latino Experience" (Edwin Melendez and Luis M. Falcon); and (8) "The Impact of Latino Workers on the U.S. Economy: Implications for Effective Employment Policy" (Sonia M. Perez and Charles K. Kamasaki). (Papers contain references.) (SM)

ED 452 307 UD 034 129

Dworkin, Julie
Families Hardest Hit: Effects of Welfare Reform on Homeless Families.
PUB DATE- 00
NOTE- 13p.; Produced in collaboration with the National Welfare Monitoring and Advocacy Partnership.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Children; Educational Attainment; Employment Patterns; Family Programs; *Homeless People; *Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- *Illinois (Chicago); Temporary Assistance for Needy Families

This report presents data from 1999 surveys of people living in Chicago shelters and warming centers for families with children. The surveys asked about the impacts of welfare reform on respondents' lives. Researchers also surveyed housing and food assistance agencies, shelters, and other social service agencies. Of 481 families surveyed, 44 percent had cash assistance benefits stopped or reduced, and 85 percent of those families experienced those cuts since welfare reform implementation in Illinois. About 37 percent believed they became homeless because of welfare reform, and 34 percent gave becoming employed as the main reason for losing benefits (though 82 percent of those who had become employed no longer worked). About 33 percent had no source of income, and of those, 43 percent had no Food Stamps or Medicaid, 60 percent had been cut off of Temporary Assistance for Needy Families

Roles They Play" (Antoinette Mitchell); (9) "African-American Student Success in Independent Schools: A Model of Family, School, and Peer Influences" (Robert Cooper and Amanda Datnow); and (10) "Creating a Climate for Diversity? The Institutional Response of Predominantly White Independent Schools to African-American Students" (Amanda Datnow and Robert Cooper). Part 4, "From Research To Practice," includes: (11) "Toward an Understanding of School Reconstitution as a Strategy To Educate Students Placed at Risk" (Heinrich Mintrop); (12) "Talent Development Middle Schools: Blueprints and Results for a Comprehensive Whole-School Reform Model" (Douglas J. MacIver, Martha A. MacIver, Robert Balfanz, Stephen B. Plank, and Allen Ruby); (13) "Fostering Resilience in High School Classrooms: A Study of the PASS Program (Promoting Achievement in School through Sport)" (Crystal McClendon, Saundra Murray Nettles, and Allan Wigfield); (14) "Small Learning Communities Meet School-to-Work: Whole School Restructuring for Urban Comprehensive High Schools" (Nettie E. Legters); and (15) "Building School-Family-Community Partnerships in Middle and High Schools" (Mavis G. Saunders and Joyce L. Epstein). The book ends with "Conclusion: Effective Schooling for Poor and Minority Adolescents: Refining the Focus" (Mavis G. Sanders). (Papers contain references.) (SM)

ED 452 325   UD 034 150

Hinely, Reg; Leavell, Alexandra G.; Ford, Karen
Education in Edge City: Cases for Reflection and Action. Second Edition.
PUB DATE- 00
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Affirmative Action; *Case Method (Teaching Technique); Cheating; Classroom Environment; *Classroom Techniques; Cultural Differences; Curriculum; *Decision Making; Diversity (Student); Educational Finance; Elementary Secondary Education; Governance; Higher Education; Preservice Teacher Education; *Problem Solving; Racial Differences; Religion; School Community Relationship; Sex Bias; Socioeconomic Status; Special Needs Students; Student Evaluation; Student Responsibility; Student Rights; Student Teachers; Urban Education

This book offers a collection of cases that provide preservice teachers with opportunities for realistic decision making. It describes a hypothetical city (Edge City), residential communities, a school district, and school buildings, and within this setting, students, teachers, administrators, parents, and board members are all introduced and portrayed. Preservice teachers are asked to step into their shoes to solve their problems. The book's four parts include: (1) "Context" (a description of the school and discussion of affirmative action); (2) "Instruction and Classroom Management" (instructional decision making, grading and evaluation, classroom environment, special needs students, embracing diversity, and cheating); (3) "Issues in Education" (sexism; socioeconomic, ethnic, and cultural differences; religion in the schools; and student rights and responsibilities); and (4) "Finance, Organization, and Governance" (school finance, professionalism and control of schools, the school curriculum, and community efforts in education). Each chapter includes an specialized lab and classroom equipment that will integrate technology into the curriculum; (6) integrating two-way interactive voice and video into the infrastructure and supporting innovative uses of distance learning; (7) supporting professional development of faculty and staff; and (8) promoting a positive attitude toward the use of technology as a tool to meet the needs of the future. Many applications of the technology plan are listed such as instructional modules for asynchronous classroom use. Institutional, divisional, and departmental plans for new technology are presented, including Business, Humanities and Natural Science, Engineering, Distance Education, Learning Assistance Centers, and the library. Infrastructure hardware and software specifics are also described. (CJW)

ED 451 862 JC 010 298

Glyer-Culver, Betty
Spring 2000 Student Profile Based upon First Census Data.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Enrollment; Enrollment Trends; Institutional Characteristics; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This document provides an annual summary of the Los Rios Community College District (LRCCD) and its colleges. Data on student demographics and enrollment trends are highlighted, including: (1) district enrollment for spring 2000 showed an increase of 3.4%, in addition to an increase of 11.0% in spring 1999; (2) district weekly student contract hours increased by 4.1% due to students enrolling in slightly heavier unit loads; (3) district ethnic minority enrollment for spring 2000 is 40.1% (9.8% African American, 16.3% Asian, 12.0% Latino, and 2.0% Native American); (4) little change occurred in the proportions of men and women enrolled (virtually no change from 56.9% female and 43.1% male in 1996 to 57.2% female and 42.8% male in 2000); (5) proportions of students age 20 and under increased by 4.7%, and a steady increase from 19.1% in spring 1996 to 21.5% in spring 2000 for students over the age of 40 can be seen; (6) the amount of students attending day courses remained unchanged, while students attending in the evening decreased by 5.0% and those attending both day and evening rose by 5.1%; and (7) average student unit load remained unchanged from 1996 to 2000. (CJW)

ED 451 863 JC 010 299

Becker, Kristin; Barnett, Lynn
Working Connections: Class of 2002. Project Brief.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Curriculum Development; Grants; *Information Technology; *Job Training; *Labor Force Development; Outreach Programs; Partnerships in Education; School Community Relationship; Two Year Colleges

courses that meet statutory requirements for obtaining entry level positions and licensure, and those programs that prepare students to earn the national Child Development Associate (CDA) credential or its Florida equivalent. In the 1997-98 reporting year, the Florida Community College System (FCCS) enrolled more than 3,500 students in formal programs and graduated 600 students. Additionally, the FCCS operated 20 on-site day-care centers, cared for more than 1,400 children, and distributed more than 1.2 million dollars in child care related financial aid. Of the 21 colleges offering child-care programs, a majority reported increasing enrollments, extremely high demand for graduates, low wages for entry-level positions, and low program completions for most programs. It is recommended that colleges examine what factors are influencing completion rates and how completion rates could be increased. (JA)

ED 451 883   JC 010 330

The Florida Community College System: A Strategic Plan for the Millennium, 1998-2003.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; Enrollment; *Environmental Scanning; Futures (of Society); Institutional Characteristics; Mission Statements; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Florida

This report describes the 1998-2003 strategic plan of the Florida Community College System (FCCS). The plan's goals include: (1) enrolling 45% of high school graduates in community colleges by expanding partnerships with K-12 schools and improving child-care and transportation alternatives; (2) meeting the challenge of the Florida Chamber of Commerce to supply business and industry with well-educated and trained employees by aligning new program startups with identified business sector needs; (3) making credentialed learning more accessible by applying various modes of instructional delivery in collaboration with university and public school partners; (4) making colleges technologically competitive in support of instructional goals by spurring economic development partnerships around technological advancement; and (5) establishing predictable state budgeting for stability in college planning by developing a comprehensive cost-to-continue budget formula that will promote increased productivity and competitive faculty and staff salaries. Other highlights include: (1) in the past four years, FCCS has assimilated eight major funding and program changes; (2) FCCS degree and certificate productivity is up 22% since 1994; and (3) in 1997-98, the college awarded 37,707 associate degrees and 11,547 certificates. Appended are authorizing statutes, Postsecondary Education Planning Commission goals and recommendations, an academic ethics statement, the design team report; the State Board of Community Colleges strategic plan task force member list, objectives, and acronyms and abbreviations. (Contains 22 references.) (JA)

ED 451 884   JC 010 331

Schuyler, Gwyer Lenn
A Curriculum-Based Classification System for Community Colleges.

that will provide useful data to the field and has shown that volunteer recruitment, training, and retention are interrelated in complex ways. (Contains 45 references.) (KB)

ED 451 901 PS 029 345

Wahlstrom, Kyla L., Ed.
Adolescent Sleep Needs and School Starting Times.
PUB DATE- 99
NOTE- 85p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Biological Influences; Educational Administration; Family Life; Family School Relationship; Physical Development; Puberty; *Scheduling; *School Schedules; *Secondary Education; *Sleep; *Student Needs; Time Factors (Learning)
IDENTIFIERS- Sleep Deprivation

A key task for schools is to ensure that the conditions in which learning is to take place address the biological needs of the learners. This book examines sleep needs of adolescents and discusses the implications of these needs for school starting times. This book is a collection of five articles that appeared in a special section of the Phi Delta Kappan in January 1999. The chapters are: (1) "The Prickly Politics of School Starting Times" (Kyla L. Wahlstrom); (2) "When Worlds Collide: Adolescent Need for Sleep versus Societal Demands" (Mary A. Carskadon); (3) "The Consequences of Insufficient Sleep for Adolescents: Links between Sleep and Emotional Regulation" (Ronald E. Dahl); (4) "The Impact of School Starting Time on Family Life" (Gordon D. Wrobel); and (5) "Starting Time and School Life: Reflections from Educators and Students" (Patricia K. Kubow, Kyla L. Wahlstrom, and Amy E. Bemis). (KB)

ED 451 902 PS 029 346

Tomlinson, Carol Ann
How To Differentiate Instruction in Mixed-Ability Classrooms. 2nd Edition.
PUB DATE- 01
NOTE- 143p.; For the first edition, see ED 386 301.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Diversity (Student); *Educational Practices; Educational Strategies; Elementary Secondary Education; Grading; Grouping (Instructional Purposes); Heterogeneous Grouping; *Individual Differences; Learning Readiness; Lesson Plans; Parent School Relationship; Performance Contracts; Portfolio Assessment; Student Interests; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Curriculum Differentiation

Noting that teachers in mixed-ability classrooms face multiple challenges at every grade level, this book provides guidance for teachers who are interested in creating learning environments that address the diversity typical of mixed-ability classrooms. The principles and strategies included can help teachers address a variety of learning profiles,

Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Arizona; Arrests; *Indicators

This Kids Count report examines statewide trends between 1990 and 1998 in the well-being of Arizona's children. The statistical portrait is based on several indicators of well-being, including: (1) children in poverty; (2) babies born at risk; (3) children in families receiving Temporary Assistance to Needy Families (TANF); (4) children in families receiving food stamps; (5) students approved for free/reduced price lunch; (6) school dropouts; (7) births to teens; (8) juvenile arrests; (9) juvenile arrests for violent crimes; (10) commitments to the Department of Juvenile Corrections; (11) reports of child abuse and neglect; and (12) children in foster care. Chapter 1 of the report indicates that progress has been made in reducing the teen birth rate, increasing the number of families receiving subsidies to help pay for child care, increasing the availability of publicly funded preschool programs, increasing the use of prenatal care, and reducing the arrest of juveniles for violent crimes. However, the rate of children growing up poor, the prevalence of school-age children with limited English skills, the percentage of children with no health insurance, and the incidence of babies born to mothers who are young, single, poor, or lack a high school diploma have all grown. Chapter 2 presents indicators on a county-by-county basis, revealing considerable variation in risk indicators by county. Chapter 3 explores the issue of children and violence. The report's appendices present state and county child populations and data notes and sources. (EV)

ED 451 920   PS 029 380

Thompson, Anne, Ed.
Hours of Risk or Opportunity? The State of School-Age Care in Arizona.
SPONS. AGENCY- Arizona Governor's Office for Children, Phoenix.; Arizona School-Age Coalition, Phoenix.
PUB DATE- 01
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *After School Programs; Early Childhood Education; Latchkey Children; Needs Assessment; *Program Descriptions; Program Design; Recreational Programs; *School Age Day Care
IDENTIFIERS- *Arizona; *Child Care Needs

With a growing number of families with both parents in the workforce, there is a continuing struggle to find child care for school-age children during the out-of-school hours: before and after school, summers, and holidays. This report provides an overview of the need for school-age care in Arizona and highlights the state's major program providers (licensed and certified school-age programs, 21st Century Community Learning Centers, parks and recreation programs, school programs, and additional programs/activities). The report also provides examples of out-of-school child care needs assessments and program inventories developed and undertaken in other states and localities, and identifies key questions and issues that should be addressed as part of a more systematic needs assessment of school-age care. The report's appendices present additional resources, a summary of school-age care licensing requirements, a 21st Century Community Learning Center program summary table, a parks and recreation department program with kindergarten teachers near the end of the academic year and a pre-post assessment of students' literacy skills. Analyses of the interviews involved the use of narrative accounts to support emerging themes regarding the beliefs held by participant teachers and their emphases in the four classrooms. Findings indicated that both schools offering full-time kindergarten had a literacy and numeracy emphasis at the center of their mandates. The school offering half-day kindergarten supported a theme-based balanced literacy approach with activity centers structured to reinforce the themes being addressed. All four teachers shared similar views and beliefs about how best to teach children. Students in the full-day program experienced significantly greater growth in the prerequisite skills for reading than children in the half-day program, after taking into account previous ability, age, and gender. Findings led to recommendations regarding further research and educational policy. (Contains 13 references.) (KB)

ED 451 939 PS 029 402

Kleckley, Bettie Joyner
Connecting School Policies and Praxis to the Development of Violent and Aggressive Behaviors in Elementary School Children: Locating the Voice of the Student.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Age Differences; *Aggression; *Black Students; Conflict Resolution; Educational Policy; Elementary Education; *Elementary School Students; Elementary School Teachers; Ethnography; Family School Relationship; Low Income Groups; Parent Attitudes; Problem Solving; School Community Relationship; *Student Attitudes; *Student Behavior; Teacher Attitudes; *Violence
IDENTIFIERS- African Americans

This ethnographic study examined students' definitions of violence and aggression, the context in which threatening situations occur, and the strategies and consequences that a group of 30 urban African-American elementary school children used when they were in threatening situations. Data were obtained from several sources, including participant observations, formal and informal interviews, and interviews/conversations with parents/caregivers, the school principal, and school staff. Findings revealed more similarities than differences among school staff, parent/caregiver, and student definitions of violence. However, children over 9 years and their parent/caregivers gave more emphasis to nonphysical or emotional injury, specifically acts of disrespect toward a person or their family, than did school staff. School staff and parents/caregivers had very little positive interaction that might help them develop a transformative relationship that would incorporate conflict positively, value participants and their skills, and have a problem-solving process. Rather, each group's words illustrate the negative, stereotyped images they formed as a result of the lack of contact with one another. Conflicting messages to children regarding what to do when other children are aggressive were noted. Although the principal and professional staff located the source of violence outside the school, homes. In spring of the kindergarten year, children gained reading skills regardless of the home language. Mainstream children and children from Asian-language homes made larger gains than children from Spanish-language homes in beginning sounds, ending letter sound relationships, and reading words. At each SES level, gains differed by the home language. Public-private school differences were evident in both fall and spring. There were no initial differences and no differences in gains made related to whether children attended a full- or part-day program. (KB)

ED 451 956 PS 029 419

The Kansas Child Welfare System: Where Are We? Where Should We Be Going?
PUB DATE- 01
NOTE- 28p.; Sponsored in part by a grant from the United Methodist Health Ministry Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Child Welfare; *Children; Cost Effectiveness; *Privatization; Program Descriptions; Program Effectiveness; Program Evaluation; Program Improvement; *Standards; *State Programs; *State Standards; Welfare Reform; Welfare Services; Well Being
IDENTIFIERS- *Kansas

In 1996, Kansas launched the nation's most sweeping attempt to radically transform the child welfare system by implementing a privatized form of managed care. Four years later, the child welfare system shows signs of instability and seems very much in transition. This report examines the current status of the child welfare system in Kansas and makes recommendations for future directions. The report is presented in five sections. Section 1 summarizes the findings and recommendations of Kansas Action for Children. Section 2 describes the system's success in meeting performance standards for safety, permanence, and well-being of children and families; assesses how well the system is meeting goals of system change; presents a cost-benefit analysis that demonstrates how public dollars have been used and to what effect; and assesses the stability and legitimacy of the child welfare system. Section 3 discusses the consensus on the need for change in the child welfare system, Kansas' choice to privatize and use some tools of managed care, and systemic problems in the system, including the lack of an inclusive planning process, hurried implementation, and role confusion. Section 4 examines the abandonment in 2000 of managed care in favor of a per-child, per-month payment system. Section 5 presents recommendations for Kansas' child welfare system related to needed data on system improvement and children's well-being, stemming the flow of children into the system, examining contracting practices, and creating fiscal incentives. Contains 18 endnotes. (KB)

ED 451 957 PS 029 420

Halpern, Robert; Spielberger, Julie; Robb, Sylvan
Evaluation of the MOST (Making the Most of Out-of-School Time) Initiative: Final Report. Summary of Findings. Discussion Paper.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 451 974 RC 022 882

Kilpatrick, Sue
Community Learning and Sustainability: Practice and Policy. CRLRA Discussion Paper Series.
PUB DATE- 00
NOTE- 10p.; Keynote address to the Conference on the Future of Australia's Country Towns (1st, Bendigo, Australia, June 29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Cooperation; *Community Development; *Decentralization; Foreign Countries; Leadership Qualities; Leadership Training; Participative Decision Making; Policy Formation; *Public Policy; Rural Areas; *Social Capital; Social Networks; *Sustainable Development
IDENTIFIERS- Australia; Capacity Building; *Learning Communities

There are clear signs that community learning is the way to a more sustainable future for Australian communities, especially rural ones. There are also indications that policymakers now recognize that the people who live in communities should play an important role in determining the future of their own communities. Policy must use the best knowledge from research and provide sufficient resources to build community capacity to learn, adapt, and change. That means a policy approach that builds social capital in communities. A learning community is building social capital as it learns, and a community with high levels of social capital will be a learning community. Strategies for building social capital/learning communities include creating opportunities for interaction; developing leadership skills; building ties within and across communities and between public and private institutions; and establishing brokers to build and maintain these ties. Policy that uses and builds social capital in communities and is most likely to produce sustainable outcomes has these features: a degree of program continuity; diversity at the local level; integrity of programs across levels of government and departments; knowledge resources that communities can draw upon; two-way networks between policymakers and communities; and recognition that social capital alone is not enough--policies must also be resourced with human, physical, and financial capital. (Contains 32 references.) (TD)

ED 451 975 RC 022 883

Falk, Ian
Enabling Leadership: Just Cycling Along. CRLRA Discussion Paper.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Cooperation; *Community Development; Foreign Countries; Interpersonal Competence; *Leadership Styles; *Rural Development; School Community Programs; *Social Capital; *Social Networks; Strategic Planning
IDENTIFIERS- Australia; *Facilitative Leadership

Conventional notions of leadership have focused on the leader alone rather than on the situation that leaders must enable.

(Contains 13 references.) (TD)

ED 451 992 RC 022 929

Collins, Timothy; Dewees, Sarah
Challenge and Promise: Technology in the Classroom.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.; Farm Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 8p.; Also sponsored by the TVA Rural Studies Program at the University of Kentucky, and 29 Southern land grant institutions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Educational Needs; *Educational Technology; Elementary Secondary Education; *Equal Education; *Internet; Low Income Groups; Minority Groups; *Professional Development; Rural Areas; *Rural Schools
IDENTIFIERS- *Access to Technology; Technology Utilization; *United States (South)

Research on new information technology suggests that it can be a very effective teaching and learning tool, but there is much to learn before it can be used to its fullest potential in the classroom. Internet connectivity has become more available to rural areas, but inequity of access still remains a problem. Rural schools and schools with high percentages of low income or minority students have lower rates of Internet access than urban schools and schools with low percentages of low income or minority students. Households in rural areas are less likely to have computers or Internet access than those in urban areas. Technological inequality is more pronounced in parts of the rural South, reflecting a legacy of racial segregation. Although most schools are connected to the Internet, most classrooms are not. Investments in new instructional technology must include funding and time for professional development of teachers. Much current staff development does not address skills needed to move beyond replicating familiar classroom activities on a computer. Training is also needed for administrators, many of whom completed their administrative training before the emphasis on computer applications. With rapidly changing technology, constant efforts are needed to keep abreast of new developments. Access to technology may enable the neediest schools to overcome the effects of poverty and isolation, improve their educational quality, and allow students to become the technological leaders of the future. (Contains 17 references.) (TD)

ED 451 993 RC 022 930

Bloom, John
To Show What an Indian Can Do: Sports at Native American Boarding Schools. Sport and Culture Series, Volume 2.
PUB DATE- 00
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Education; *American Indians; *Athletics; *Boarding Schools; Educational Practices; Elementary Secondary Education; Federal Indian Relationship; Physical Education; Racial Bias; *Student Experience
IDENTIFIERS- American Indian Students; *Bureau of Indian Affairs

conferences and workshops more affordable, including elders in conference programming, having a separate youth track, coming to reservations and smaller communities, and having regional representation. (Contains 22 references.) (TD)

ED 452 010 RC 022 947

Beauvais, Fred
Do School-Based Drug and Alcohol Abuse Prevention Programs Work in American Indian Communities?
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 01
NOTE- 13p.; In: Health Promotion and Substance Abuse Prevention among American Indian and Alaska Native Communities: Issues in Cultural Competence; see RC 022 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Alcoholism; *American Indians; Cultural Awareness; *Cultural Relevance; *Drug Abuse; Educational Environment; Elementary Secondary Education; Extended Family; *Family Influence; Peer Influence; Prevention; *Program Effectiveness; Secondary Education
IDENTIFIERS- *School Based Services

School-based drug abuse prevention programs have been a standard approach in American Indian communities for three decades, but the evidence for their effectiveness is meager. However, it is unreasonable to expect that schools alone could have a major impact on a behavior that has multiple and interactive social causes. It would be folly to eliminate school-based efforts since they come from one of the major socialization forces in the lives of American Indian children and it may be that these initiatives have some as-yet unmeasured effect. The total answer to the drug abuse problem will only come when all elements of the community can come together and present a unified message to their young people. The many specific avenues for prevention that are available in American Indian communities have been listed and all must be brought to bear on the problem. Given what we know about American Indian families and what the research is beginning to show, it is absolutely essential that they be significantly involved in any drug prevention strategy. Any effort that does not include the family will certainly overlook the major asset of American Indian communities and likely will not succeed. The schools continue to do their part, but they alone do not have the potency needed to address this most serious problem. (Contains 20 references.) (TD)

ED 452 011 RC 022 948

Blair, Leslie Asher, Ed.
Changes & Challenges for Rural Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 25p.; Theme Issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Professional Development; *Rural Education; Rural Schools; Rural Youth; School Community Relationship; Small Schools; Social Problems; Youth Problems

Solving; *Statistics; Teaching Methods; Thinking Skills
The first volume of the 24th annual conference of the International Group for the Psychology of Mathematics Education includes plenary addresses, plenary panel discussions, research forum, project groups, discussion groups, short oral communications, and poster presentations. (ASK)

ED 452 032 SE 064 494

Nakahara, Tadao, Ed.; Koyama, Masataka, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME) (24th, Hiroshima, Japan, July 23-27, 2000), Volume 2.
PUB DATE- 00
NOTE- 320p.; For volumes 1-4, see SE 064 993-996.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Cultural Influences; *Educational Assessment; Elementary Secondary Education; Functions (Mathematics); Geometric Concepts; Geometry; Graphs; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Problem Solving; *Statistics; Teaching Methods; Thinking Skills
The second volume of the 24th annual conference of the International Group for the Psychology of Mathematics Education contains full research report papers. Papers include: (1) "What you see is what you get: The influence of visualization on the perception of data structures" (Dan Aharoni); (2) "Exploring the transparency of graphs and graphing" (Janet Ainley); (3) "Describing primary mathematics lessons observed in the Leverhulme Numeracy Research Programme: A qualitative framework" (Mike Askew, Margaret Brown, Hazel Denvir, and Valerie Rhodes); (4) "An analysis of bracket expansion errors" (Paul Ayres); (5) "Knowing the sample space or not: The effects on decision making" (Paul Ayres and Jenni Way); (6) "The development of mathematics education based on ethnomathematics (2): Analysis of Universal Activities in terms of verbs" (Takuya Baba and Hideki Iwasaki); (7) "Maths as social and explanations for 'underachievement' in numeracy" (David A. Baker and B.V. Street); (8) "Year 6 students' idiosyncratic notions of unitising, reunitising, and regrouping decimal number places" (Annette R. Baturo and Tom J. Cooper); (9) "Factors influencing teachers' endorsement of the core mathematics course of an integrated learning system" (Annette R. Baturo, Tom J. Cooper, Gillian C. Kidman, and Campbell J. McRobbie); (10) "Students' conceptions of the integral" (Jan Bezuidenhout and Alwyn Olivier); (11) "The use of mental imagery in mental calculation" (Chris Bills and Eddie Gray); (12) "Readiness for algebra" (Gillian M. Boulton-Lewis, Tom J. Cooper, B. Atweh, H. Pillay, and L. Wilss); (13) "Students' knowledge of length units: Do they know more than rules about rulers?" (Philippa Bragg and Lynne Outhred); (14) "Becoming more aware: Psychoanalytic insights concerning fear and relationship in the mathematics classroom" (Chris Breen); (15) "Same/different: A 'natural' way of learning mathematics" (Laurinda Brown and Alf Coles); (16) "The effect of some classroom factors on grade 3 pupil gains in the Leverhulme Numeracy Research Programme" (Margaret Brown, Hazel Denvir, Valerie Rhodes, Mike Askew, Dylan Wiliam, and Esther Ranson); (17) "'Automatism' in finding a 'solution' among junior high school students: A comparative study" (Gildo Luis Bulafo) (18) "A study of the mathematical behaviors of mathematicians: The role of metacognition and mathematical intimacy in solving

Reform" (Aleta You); (17) "A Safe Environment for Creating a Standards-Based Classroom" (Sandra E. Fluck); (18) "Destination: Standards" (Keith C. Rittel); (19) "A Systematic Approach to Standards-Based Learning" (Carol Damian and Teresa Herrera); and (20) Featured Resources. (YDS)

ED 452 052 SE 064 651

Bennof, Richard J.
Federal Academic Science and Engineering Obligations Increased More Than 12 Percent between FY 1998 and FY 1999. Data Brief.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; Educational Finance; Engineering Education; *Federal Aid; *Federal Programs; Higher Education; Nonprofit Organizations; Science Education; *Statistics; *Universities
IDENTIFIERS- *National Science Foundation

This data brief presents the federal academic science and engineering obligations data obtained from 18 agencies that participated in the fiscal year 1999 Survey of Federal Science and Engineering Support Universities, Colleges, and Nonprofit Institutions. Data from this annual survey allow federal Science and Engineering (S&E) support to be reported by funding agency, type of institution, institutional ranking, and geographic distribution. The National Science Foundation (NSF) makes available computer-generated institutional profiles for individual doctorate-granting institutions and schools with science and engineering departments that grant master's degrees. These profiles contain data from this survey and from NSF's other two academic science and engineering surveys. (SAH)

ED 452 053 SE 064 652

Davis, Kathleen S.; Irwin, Chris
Building a Bridge for Females to Equitable, Inclusive, and Participatory Science Activity.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Gender Issues; Higher Education; *Inquiry; Pedagogical Content Knowledge; Science Activities; Science Curriculum; *Science Instruction; *Technology
IDENTIFIERS- *Reform Strategies; *Science Technology Relationship

Though there have been many efforts to reform science teaching at the K-12 level over the past decade so that all students can engage in meaningful science activity and become scientifically literate, colleges and universities are just beginning to redesign their science curriculum and instruction. This paper examines the structures, practices, and pedagogical approaches of a reform-based college science classroom and illuminates the pathways and roadblocks to the participation of females in this context. An investigation is made into how the instructional practices of inquiry, project, and technology-based college

Dorman, Jeffrey P.; Adams, Joan E.; Ferguson, Janet M.
The Relationship between High School Mathematics Classroom Environment and Student Self-Handicapping.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Cross Cultural Studies; *Disabilities; *Educational Environment; Foreign Countries; High Schools; *Mathematics Education; *Self Efficacy; Student Attitudes
IDENTIFIERS- Australia; Canada; Great Britain

Classroom environment research investigating the relationship between classroom environment and self-handicapping was conducted in Australian, Canadian, and British high schools. A sample of 3,602 students from 29 schools responded to a questionnaire that assessed student perceptions of classroom environment, self-handicapping, and academic efficacy. Simple and multiple correlation analyses between 10 classroom environment dimensions and self-handicapping were conducted separately for 2 units of analysis (individual student and school grade group means) and separately with and without control for academic efficacy. Results showed that classroom environment accounted for appreciable proportions of variance in self-handicapping beyond that attributable to academic efficacy. Enhanced affective dimensions of the classroom environment were associated with reduced levels of self-handicapping. (Contains 24 references.) (Author)

ED 452 076 SE 064 677

Pang, JeongSuk
Challenges of Reform: Utility of Sociomathematical Norms.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Educational Change; Elementary School Teachers; Grade 2; *Mathematics Instruction; Mathematics Teachers; Primary Education; *Social Influences

This study explored the possibility of positioning the sociomathematical norms construct to more centrally reflecting the quality of students' mathematical engagement in classroom processes. Given the challenges of implementing reform ideals, the sociomathematical norms construct can be critical in understanding whether reform-oriented teachers use classroom social structure effectively to develop students' mathematically significant beliefs and values, and to enhance their conceptual understanding of mathematics. The classroom practices of 17 reform-oriented second grade U.S. teachers were observed and analyzed. This study supports the growing realization of the reform community that reforming mathematics teaching involves reconceptualizing how students' engagement in the social fabric of the classroom may enable them to develop increasingly sophisticated ways of mathematical knowing and inquiry into a mathematical situation, the topic of which may arise from real life or a mathematically designed problem. Students are required to apply familiar skills and concepts to the unfamiliar situation of the investigation. In this study, the investigations used were assessment items that were part of the normal school program. Four teachers and 18 students participated in the study. The main methods of data collection were interviews and observations. Both teachers and students participated in the interviews. The observations, however, were more focused on the students. Student journal writing, related documents and artifacts, and student samples supplemented this data. The major findings from the study were that the investigations enabled students to learn more effectively, to become more involved in mathematics at school, and to interact more frequently with each other. Specific findings from the interviews revealed that students felt more challenged in mathematics and developed a greater understanding of the concepts involved. The observations were consistent with the interviews and showed students actively engaging themselves in the mathematical processes of the investigation. (Author/ASK)

ED 452 098 SE 064 748

Ferry, Brian; Hedberg, John; Harper, Barry
Developing Computer-Based Cognitive Tools That Assist Learners To Interpret Graphs and Tables.
PUB DATE- 99
NOTE- 12p.; Contains small print. Paper presented at the Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computer Uses in Education; Graphs; Instructional Materials; *Mathematics Education; *Preservice Teachers; Tables (Data)

This paper reports on the development and evaluation of cognitive tools used by learners to interpret graphs and tables. The development of these tools was informed by research about how learners interpreted graphs and tables. A prototype of the cognitive tools was trialed with a small sample of preservice teachers. This prototype was then improved and used again with a larger sample. Data from individual audit trails of software use, journal entries and interviews with a small sample of preservice teachers were used to evaluate the cognitive tools. The findings showed that the simple, context-specific cognitive tools developed helped to reduce the cognitive load associated with the interpretation of graphs and tables. (Contains 32 references.) (Author/ASK)

ED 452 099 SO 029 465

Stearns, Peter N.
Meaning over Memory: Recasting the Teaching of Culture and History. H. Eugene and Lillian Youngs Lehman Series.
PUB DATE- 93
NOTE- 254p.; Published with the assistance of the H. Eugene and Lillian Lehman Fund of the University of North Carolina Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Conference of Law Related Education (10th, New Brunswick, NJ, May 4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Educational Practices; Elementary Education; *Elementary School Teachers; *Employment Practices; *Gender Issues; Literature Reviews; Public Schools; School Culture; *Sex Bias; *Sex Discrimination
IDENTIFIERS- Teaching Research

The past 20 years have witnessed a significant metamorphosis with regard to clinical gender neutrality within the classrooms of public schools. However, the beginning and formative years of a child's formal entry into public school are overseen by female teachers. Men comprise only 12% of the teaching force in elementary school, and this 12% of men is clustered in upper elementary grades 4 through 6. This paper reviews the literature on discriminatory hiring practices toward male elementary school teachers and discusses the reasons for the perception of discrimination. The paper's overall conclusion is that, there is discrimination in hiring male teachers. The reasons for this bias may take overt or covert form, and additionally, this bias is rooted in a sociological and historic mindset. However, the paper finds that, aside from the external bias factors, men must assume a portion of the blame for their limited representation in numbers as elementary school teachers. Contains 23 notes, 10 references, and attached informational materials. (BT)

ED 452 120 SO 032 677

Black, Maggie
Early Marriage: Child Spouses. Innocenti Digest No. 7.
PUB DATE- 01
NOTE- 31p.; Prepared with Victoria Haeri and Nicolette Moodie. Support given by the Forum on Marriage and Rights of Women and Girls.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Child Advocacy; *Childrens Rights; *Civil Rights; Early Parenthood; Foreign Countries; *Marriage; Research Needs; *Social Problems; Spouses
IDENTIFIERS- *Early Marriage; Social Education

This digest focuses on early marriage--the marriage of children and young people under the age of 18--from a human rights perspective. Research into early marriage has tended to concentrate on specific aspects of its impact, such as the effects on reproductive health and school drop-out. There has been little examination of the practice as a child rights violation in itself. The digest examines the extent of early marriage, its context, its causes, and its impact on every aspect of the lives of those affected--particularly young girls--and on the wider society. It outlines strategies to help those who have been married at an early age, and for the prevention of early marriage through education, advocacy, and alliance building. The digest concludes with a call for more rights-based research on an issue that has far-reaching consequences. Contains data boxes alongside the text and extensive information sources. (BT)

Analysis: A Case Study in World History" (P. N. Stearns); and (6) "The Sourcer's Apprentice: A Tool for Document-Supported Instruction" (M. A. Britt; C. A. Perfetti; J. A. Van Dyke; G. Gabrys). (BT)

ED 452 141 SO 032 719

Thomsen, Debora L.; Chang, I. Joyce
Predictors of Satisfaction with First Intercourse: A New Perspective for Sexuality Education.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Conference of the National Council on Family Relations (62th, Minneapolis, MN, November 10-13, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Higher Education; *Interpersonal Communication; Predictor Variables; *Sex Education; *Sexuality; Student Surveys; Undergraduate Students
IDENTIFIERS- *Sexual Satisfaction

This study sought to identify predictors of satisfaction with first sexual intercourse. A survey of 292 undergraduates at a large rural midwestern university revealed that the majority of respondents received inadequate sex education. Most of their school sex education covered reproduction and disease prevention, to the exclusion of human sexual response, expression and development, relationship skills, or communication. Important predictors of satisfaction with first intercourse included experiencing orgasm (p .001), expecting intercourse to occur (p .001), being in love with sexual partner (p .001), discussing condoms and other birth control methods ahead of time (p .05), and actually using condoms and other birth control methods (p .05). Several predictors of satisfaction had a positive relationship with the level of sex education. Of men, 80% reported experiencing orgasm versus 24% of women, with men reporting greater overall satisfaction than women (p .001). Implications for researchers and educators are discussed. (Contains a figure, 3 tables, and 36 references.) (Author/BT)

ED 452 142 SO 032 720

Torney-Purta, Judith; Amadeo, Jo-Ann; Lehmann, Rainer
Civic Knowledge and Engagement at Age 14 in 28 Countries: Results from the IEA Civic Education Study. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; Case Studies; *Citizen Participation; *Citizenship; *Citizenship Education; Comparative Education; Educational Research; Political Attitudes; Secondary Education; Social Studies; *Student Attitudes; Student Surveys; Teacher Surveys
IDENTIFIERS- ERIC Digests

What do 14-year-old students know about democratic institutions and processes? What skills do they possess to understand and

Teachers, Parents, Clergy, etc. In Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Health; Children; Elementary Secondary Education; Health Behavior; Health Promotion; Life Style; Muscular Strength; *Physical Activities; Physical Activity Level; *Physical Education; *Physical Fitness; Public Health
IDENTIFIERS- Healthy People 2000

The Department of Health and Human Services, working with other governmental agencies, professional groups, and individuals, has identified general areas of concern for the nation's health. This report explains how physical activity and fitness have been prominent aspects of Healthy People 2010 (HP2010), the national health promotion and disease prevention effort. The two broad goals of HP2010 are to increase the years and quality of healthy life and eliminate health disparities. Of the 13 HP2000 physical activity and fitness objectives, only the worksite fitness programs goal has been met, though 4 objectives show solid gains, indicating that the message about increased physical activity is reaching some segments of the population. Physical activity is listed in HP2010's top 10 health indicators. It also has an effect on other indicators, and it can provide an attractive alternative to other indicators. HP2010 objectives offer opportunities to ensure that physical activity and fitness become part of regular healthy behavioral patterns. HP2010 objectives focus on: physical activity in adults; muscular strength/endurance and flexibility; physical activity in children and adolescents; and access. This report details each objective. (Contains 42 references.) (SM)

ED 452 163 SP 039 895

Ward, Marty; Fernandez, Diana; Wells, Tim
Building the Profession through Faculty Recruitment of Future Teachers.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Awareness; Career Choice; Diversity (Student); *High School Students; High Schools; Higher Education; Preservice Teacher Education; *Student Recruitment; Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- Texas

This paper discusses the role of teacher educators in helping resolve the national shortage of qualified teachers who are able to work with increasingly diverse students. This critical shortage requires intentional, aggressive recruitment of high quality future teachers, particularly from traditionally underrepresented groups. The involvement of teacher education faculty in these recruitment efforts strengthens the emerging professionalism of teaching and enhances the appeal of careers in teaching. Recruitment efforts at one high-needs, ethnic minority, urban high school began as an extension of a Texas university's field-based teacher education program. University faculty speak to high school classes and support efforts to begin a future teachers' organization. Preservice teachers provide models for high school students, who are mentored by their clinical teachers in the high school classrooms. Evening planning meetings allow opportunities to promote the teaching profession among high school students. Preservice teachers make

This article describes efforts by Plymouth State College (PSC), New Hampshire, to improve the writing deficiencies of otherwise qualified candidates for teacher education programs. The study examined students' perceptions of writing at PSC, which uses an integrated model to improve writing. Writing is assessed during first-year orientation. Students scoring below a certain level are required to enroll in specially designed sections of English composition. These special sections are smaller than typical compositions classes and have a graduate assistant assigned to them. They use a Writing Center as part of their compositions class. Faculty advisors provide support and monitoring throughout the student's program. Through early identification and intervention, student writing concerns are systematically addressed and supported. Participating students completed a survey on their perceptions of: the degree to which faculty and courses worked to improve their writing; their use of support services; opportunities provided by education courses for improving their writing; themselves as writers; and the importance of writing in connection with their career goals. Students perceived that their writing development was enhanced by the course's frequent, meaningful writing assignments, which were carefully read by faculty who in turn provided timely, substantive feedback. (SM)

ED 452 183 SP 039 922

Anderson, Lorin W.; Pellicer, Leonard O.
Teacher Peer Assistance and Review: A Practical Guide for Teachers and Administrators.
PUB DATE- 01
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Faculty Development; *Peer Evaluation; Peer Relationship; *Teacher Evaluation; Teacher Improvement; Teacher Role

This book provides educators and administrators with the knowledge and skills needed to engage in peer assistance and review within the context of teacher evaluation, describing how to develop and implement an effective teacher peer assistance and review program. The book offers the following: components of successful peer assistance and review programs; 10 essential questions to ask before beginning; criteria, standards, and data; key players and their roles, relationships, and responsibilities; reporting and using the results; and best practices from accomplished programs. A collection of resources includes: relevant Web sites; sample rubrics; sample job description and application form for consulting teachers; sample request for assistance and recommendation for intervention; sample standards from the National Board for Professional Teaching Standards; and a sample educational policy trust agreement. (Contains 34 references.) (SM)

ED 452 184 SP 039 923

Chambers, Sharon M.; Henson, Robin K.; Sienty, Sarah F.
Personality Types and Teaching Efficacy as Predictors of Classroom Control Orientation in Beginning Teachers.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the

Socioeconomic Status; *Student Characteristics; *Writing Evaluation; Writing Tests
IDENTIFIERS- Multilevel Analysis; Stanford Achievement Tests

The purpose of this study was to compare how learning outcomes are influenced by a number of key student composition (language background, socioeconomic status, ethnicity, and gender) and school context variables on a direct writing performance assessment. The sample was randomly selected from a population of 13,604 third graders in 175 public elementary schools in Hawaii. Students completed the Stanford Achievement Test Edition 8 (indirect writing) and the Stanford Writing Assessment Edition 1 (direct writing assessment). Students included in the sample of 3,300 had completed both the direct and indirect writing assessments. The multilevel model included student-level controls and school-level controls and the student-level variables of ethnicity, language background, socioeconomic status, and gender and the school-level variables of percent of students with limited English skills and percent of low socioeconomic status students. Results show that the set of equality variables accounted for a relatively small proportion of variance at both the student and school levels on the direct writing assessment, with only slightly more than 40% of the variance in direct writing scores attributed to student composition and school context factors. Findings suggest that direct writing assessment appeared to have measured a more diverse set of skills and to yield scores that were less affected by variables that were outside the school's control. Implications for performance assessment are discussed. (Contains 2 tables and 60 references.) (SLD)

ED 452 204   TM 032 489

Capraro, Mary Margaret
Defining Constructivism: Its Influence on the Problem Solving Skills of Students.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Constructivism (Learning); Educational Philosophy; Elementary School Students; *Elementary School Teachers; Intermediate Grades; *Mathematics; *Problem Solving; *Teacher Attitudes
IDENTIFIERS- Collis Romberg Mathematical Prob Solv Prof

The purpose of the study was to determine the effects of teacher beliefs measured by the Mathematics Beliefs Scales (E. Fennema, T. Carpenter, and M. Loef, 1990) on the problem-solving skills of their fourth and fifth grade students as measured in five areas of mathematics on the Junior Version of the Collis Romberg Mathematical Problem Solving Profiles (K. Collis and T. Romberg, 1992). Participants were 123 teachers from 18 public schools. Student participants were 76 students from classrooms of some of these teachers. The five areas included algebra, chance and data, measurement, number, and space. It was determined that when students were in classrooms of teachers who had constructivist beliefs their achievement in problem solving was higher than that of students of teachers with low constructivist beliefs. (Contains 3 tables and 36 references.) (Author/SLD) of state and local revenue allotted to the schools, remains questionable. Hawaii currently spends more than $800 less per pupil than the national average. Many schools need additional classrooms, and other facilities are underdeveloped. The state's schools are well over the national average in size. The report also contains information on student absences, school improvement priorities, standardized test results, dropouts, school completion, and student discipline. (Contains 24 tables and 3 references.) (SLD)

ED 452 224   TM 032 509

Comprehensive Needs Assessment: A Collaborative Effort of the Department of Education and Representatives of Various Organizations, Agencies, and the Community at Large.
PUB DATE- 99
NOTE- 381p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Improvement; *Elementary Secondary Education; *Needs Assessment; Program Development; *Program Evaluation; *Public Schools
IDENTIFIERS- *Hawaii

Under the direction of the Superintendent of Schools, a comprehensive needs assessment of Hawaii's public school system was conducted from September 1998 through February 1999. This final report contains the findings of the needs assessment, together with integrative conclusions that report the major findings in a way that will provide the necessary guidance for strategic planning. People inside and outside the school system contributed to this assessment, and a 35-member Design/Review team oversaw the entire needs assessment. Information was gathered on concerns in 12 improvement areas using multiple approaches, such as surveys, interviews, and the review of existing documents, and multiple sources. The 12 improvement areas were: (1) accountability; (2) administration; (3) communication; (4) curriculum and instruction; (5) funding; (6) policies and rule; (7) research and development; (8) school and system environment; (9) staffing; (10) standards (Hawaii Content and Performance Standards); (11) student outcomes; and (12) technology. Analysis of the needs and their relationships across these 12 areas helped ensure that central or core needs were identified. The core needs were centered around the goal of having children reach high and challenging standards. Five appendixes present information about the study methodology, including descriptions of the surveys used. (Contains 28 figures, 3 tables, and 42 references.) (SLD)

ED 452 225   TM 032 510

Glass, Gene V., Ed.
Education Policy Analysis Archives, 2001.
PUB DATE- 01
NOTE- 322p.; "Education Policy Analysis Archives" is an electronic-only journal (see http://olam.ed.asu.edu/epaa) covered on an article-by-article basis in "Current Index to Journals in Education" (CIJE). For the 11 articles in this part of Volume 9, see TM 523 384-394 (in CIJE).
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Dropouts; *Educational Research; Educational Technology; Educational Vouchers; Elementary Secondary

Standardized Tests; Test Construction; Test Content; *Test Items; *Test Wiseness
IDENTIFIERS- Georgia; *Georgia High School Graduation Tests

This document is a supplement to the Test Content Description for the Georgia High School Test in Mathematics. The sample items are representative of items on the actual Georgia High School Tests. The strands (major areas) being tested are: (1) Number and Composition (17% to 19% of the test); (2) Data Analysis (19-21% of the test); (3) Measurement and Geometry (32% to 34% of the test); and (4) Algebra (28% to 30% of the test). General test taking hints are given, suggesting that students read carefully, consider every choice, guess intelligently, spend test time wisely, and check work carefully. Some sample items with explanations of the answers are given, and other practice items are included with answers but no explanations. A student self-assessment and remediation plan is attached. (SLD)

ED 452 247 TM 032 533

Test Content Description for Science. Georgia High School Graduation Tests. Revised.
PUB DATE- 99
NOTE- 89p.; For the student guide to preparing for the test, see TM 032 534. For test content descriptions for other subjects, see TM 032 529, 032 531, and 032 535.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *High School Students; High Schools; Research; *Sciences; Standardized Tests; Test Construction; *Test Content; *Test Wiseness
IDENTIFIERS- Georgia; *Georgia High School Graduation Tests

This document contains a description of the Georgia High School Graduation Test in Science. The test item specifications, reflecting the Georgia State Quality Core Curriculum, are used by writers and reviewers who are responsible for the development of test items. Much of the content in the description is based on earlier test versions developed between 1994 and 1996. In its present form, the description includes the test content and the types of questions students will be expected to answer. Practical advice for test taking is also included. The test content description includes information for these areas: (1) Process/Research Skills (30% to 32% of the test); (2) Physical Science (33% to 35% of the test); and Biology (33%-35% of the test). (SLD)

ED 452 248 TM 032 534

How To Prepare for Tests: A Guide for Georgia High School Students Preparing for the Georgia High School Graduation Tests. Content: Science. Including Hints on Preparing for the GHSGTs, Practice Test Questions and Answers, Thorough Explanation of Answers to Select Questions.
PUB DATE- 99
NOTE- 17p.; For the test content description, see TM 032 533. For guides for preparing for the other subjects, see TM 032 530, 032 532, and 032 536.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Attitudes; *Latent Growth

This study traced boys' and girls' developmental trajectories for key constructs within the Expectancy-Value theoretical framework in relation to secondary school mathematics, using latent growth modeling. These trajectories were contrasted, and explanations were suggested for gender and age effects where they occur. The participants spanned grades 7 to 11 in a longitudinal cohort sequential design comprising 1,323 students in 3 cohorts from 3 upper middle class coeducational government schools in metropolitan Sydney, Australia. The combined sample provides information on students from grades 7 to 11, with replication of grade effects across cohorts. Growth models were estimated for self-perceptions (perceived talent and success expectancies) and values (interest and utility judgments) in relation to mathematics. Declines were evident for all perceptions, with gender differences in each case except for utility judgments. Results are interpreted in terms of understanding how boys and girls differ and develop with respect to each of these key constructs and the operation of ex-typed or gender-differentiated socialization influences. In addition, the critical intervention points for each attitudinal construct are identified from inspection of the point at which change occurs. The contribution of this study lies first in its empirical clarification of constructs used and also in its examination of the development of constructs that have been identified as influential in predicting achievement-related choices and behaviors, and contrasting these developmental trajectories for boys and girls from junior through senior high. A subsidiary contribution lies in the fact that the study sample comprises Australian students, who have been less frequently studied in the expectancy-value literature than have students from the United States. (Contains 7 tables, 5 figures, and 34 references.) (Author/SLD)

ED 452 271 TM 032 559

Vandenberghe, Christine N.; Gierl, Mark J.
Differential Bundle Functioning on Three Achievement Tests: A Comparison of Aboriginal and Non-Aboriginal Examinees.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Canada Natives; *Elementary School Students; Ethnicity; *Indigenous Populations; Intermediate Grades; Item Bias; Mathematics; Sciences; Social Studies; *Test Items
IDENTIFIERS- *Alberta; *Item Bundles

Items on achievement tests are designed to be equivalent in educational testing situations. That is, the information provided to the student is designed to be the same regardless of the ethnicity of the examinee. As a result, students of equal ability would normally be expected to select the same answer regardless of their ethnicity. However, aboriginals and nonaboriginals may use different cognitive processing skills, and consequently may find items differentially easy or difficult depending on which cognitive processing style is elicited by the item. This study used differential bundle functioning (DBF) analyses with cognitive processing theory as the organizing principle to study group differences. Aboriginal and nonaboriginal students were compared on grade-6 mathematics

Educational Policy; Elementary Secondary Education; *Low Income Groups; *Mathematics Education; Mathematics Teachers; Minority Groups; Parent Participation; *Poverty; Rural Schools; Student Evaluation; Teaching Conditions; Urban Schools

This paper presents findings from the 1998 Working Conference on Mathematics Teaching and Learning in Poor Communities, which examined evidence of effective mathematics education in impoverished communities. The task force highlighted aspects of interventions that were critical to success or failure and examined reform in relation to: student mathematics learning; mathematics teachers and teaching; and school, district, and community contexts. The learning of mathematics by students in poor communities is often limited by: the educational levels of parents; culture-schooling conflicts; low academic aspirations; and remedial instruction that emphasizes practice over problem solving and reasoning. Challenges tied to poverty included: attracting and retaining qualified teachers; student transience; and life circumstances. Many impoverished schools had needs similar to more affluent schools (e.g., organized curricula; appropriate instructional materials, competitive salaries, professional development, stable working conditions, and consistent district and school leadership). Conditions faced by many teachers in districts that have a high proportion of students from poor communities include lower salaries, fewer instructional materials, less professional autonomy, higher student loads, and larger class sizes. Successful high-poverty schools succeeded through the heroic efforts of isolated teachers and administrators. These examples were difficult to replicate broadly. Sample projects show it is possible to develop models to support large-scale mathematics improvement in these communities. Three appendixes present the conference participants and agenda and discussion questions for the conference. (Contains 33 references.) (SM)

ED 452 289 UD 034 110

Duncan, Greg J.; Chase-Lansdale, P. Lindsay
Welfare Reform and Child Well-Being. JCPR Working Paper 271.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Robert Wood Johnson Foundation, Princeton, NJ.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; David and Lucile Packard Foundation, Los Altos, CA.; William T. Grant Foundation, Washington, DC. Commission on Youth and America's Future.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Blank/Haskins Conference (Washington, DC, February 1-2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Development; Child Health; Children; Elementary Secondary Education; *Family Life; Welfare Recipients; *Welfare Reform; *Welfare Services; Wellness

This paper examines conflicting evidence regarding the impacts of welfare reform on children's wellbeing. Research shows that poverty rates, teen crime and fertility, and child maltreatment are down. Lack of appropriate state-level data on indicators of child wellbeing precludes serious analysis of the role of welfare reform for most indicators. Good data come from welfare reform experiments from the 1990s, which indicate the impacts of welfare reform packages under evaluation relative to the old AFDC system. For elementary students, evidence strongly

(TANF), 35 percent had been turned down for TANF, and 17 percent had been turned down for Food Stamps. Results suggest that a work first philosophy of pushing people immediately into employment will not transition people off welfare permanently. Instead, it is causing increased homelessness and creating additional barriers to transitioning from welfare to work. (SM)

ED 452 308   UD 034 130

Kaufman, Phillip; Kwon, Jin Y.; Klein, Steve; Chapman, Christopher D.
Dropout Rates in the United States, 1999. Statistical Analysis Report.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *Dropout Rate; Dropout Research; *Dropouts; Graduation; High School Students; High Schools; Hispanic American Students; Minority Groups; Racial Differences; Sex Differences; Socioeconomic Status; Tables (Data)

This report offers data on 1999 high school dropout rates and includes time series data on high school dropout and completion rates for 1972-99. Besides extending time series data from earlier years, it examines characteristics of 1999 high school dropouts and high school completers. It begins by investigating event and status dropout rates: types of dropout rates; event dropout rates (income, race/ethnicity, age and sex, and region and state); and status dropout rates (race/ethnicity, Hispanic dropout rates by immigration status, age and sex, and region). Next, it presents high school completion rates (race/ethnicity, age and sex, and region and state) and method of high school completion. Overall, 5 of every 100 students enrolled in high school in October 1998 had dropped out by October 1999. Hispanic students were more likely than white students to drop out. In 1999, about 85.9 percent of all 18- to 24-year-olds not enrolled in high school had completed high school, a slight increase from the early 1970s. Overall, 11.2 percent of the 16- to 24-year-olds in the United States were dropouts. Despite the increased importance of a high school education, the completion rate has shown limited gains over the last 25 years and has been stable throughout the 1990s. During the last 10 years, the percentage of young adults completing high school through an alternative method has increased significantly. Three appendixes present standard error and time series tables, supplemental tables, and technical notes. (SM)

ED 452 309   UD 034 131

Wright, David J.; Ellen, Ingrid Gould; Schill, Michael H.
Community Development Corporations and Welfare Reform: Linkages, Roles, and Impacts.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Ford Foundation, New York, NY.; Department of Housing and Urban Development, Washington, DC.; Cleveland Foundation, OH.; Minneapolis Foundation, MN.
PUB DATE- 01
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)

introduction to the case, focus questions related to issues in the case, the case itself, questions for reflection and discussion, related class and individual projects, additional teaching and learning activities, and ways to examine issues in students' local school communities. Two appendixes offer Edge City biographies and cumulative folders and the United States Constitution. (SM)

ED 452 326 UD 034 151

Zedlewski, Sheila R.; Alderson, Donald
Do Families on Welfare in the Post-TANF Era Differ from Their Pre-TANF Counterparts? Discussion Papers. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
PUB DATE- 01
NOTE- 41p.; Produced in collaboration with Child Trends.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Employment Patterns; *Family Characteristics; Mothers; One Parent Family; *Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Barriers to Participation; *Temporary Assistance for Needy Families

This paper used data from two rounds of the National Survey of America's Families to examine how families on welfare in 1999 differed from those receiving benefits in 1997 (just prior to when most states implemented their new Temporary Assistance for Needy Families TANF policies). Results showed some significant changes in the welfare population between 1997 and 1999: more TANF recipients lived with an unmarried partner, African Americans made up a larger share of the TANF recipients, and significantly more adult recipients were working. Most adults on TANF reported significant barriers to employment, though adults on TANF did not report significantly more barriers to work in 1999 than in 1997. The significant increases in paid work in 1999 were accompanied by some significant decreases in school and training activities. There was significantly more hardship among those who had been on TANF continuously for more than 2 years relative to those who had recently entered TANF for the first time. However, welfare cyclers looked more similar to continuous recipients than new entrants. Patterns of welfare entry and reentry were the same in 1999 as they were 1997. (Contains 18 references.) (SM)

ED 452 327 UD 034 152

Sard, Barbara
The Family Self-Sufficiency Program: HUD's Best Kept Secret for Promoting Employment and Asset Growth.
SPONS. AGENCY- Ford Foundation, New York, NY.; Rockefeller Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Joyce Foundation, Chicago, IL.; Butler Family Fund, Washington, DC.; New Prospect Foundation, Wilmette, Il.
PUB DATE- 01
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LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment; Family Income; Incentives; *Low Income Groups; *Low Rent Housing; *Welfare Recipients; Welfare Reform; Welfare Services

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